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ABSTRACT

The first part of this document describes Nova University's doctoral program in Vocational, Technical, and Occupational (VTO) Education, developed in response to the need to create high performance learners and leaders for building learning communities. It discusses how a curriculum change in 1990 resulted in the following: conversion of the Personnel-Human Resources Development seminar to the core seminar Human Resources Development (HRD); addition of Leadership as a sixth core seminar; addition of a VTO Trends and Issues specialization seminar; elimination of Learning Theory as a core seminar; and reduction of the number of practicums from five to four. All professionals enrolled for their first seminar are placed in one section and all other individuals in a second section. The 16-page report is followed by a 10-item bibliography and the materials mailed to students in August 1993, including welcome letter, instructions and assignments, and supplemental memoranda. Seven papers (assignments) of four students are then provided: "Strategic Planning and the Role of Human Resource Development at Nova University" (Gregory Stiber); "A Conceptual Framework for the Institute of International Trade and Development" (Gregory Stiber); "A Three-Year Strategic Plan for the Advancement of the Institute of International Trade and Development" (Gregory Stiber); "The Development of a Plan to Design and Deliver Programs Based on Client Needs Assessment for the Center of Hospitality Management at Nova University" (Dana Tesone); "A Model for Faculty Development in Occupational Therapy" (Pamela K. Shaffner); "Strategic Planning for Faculty and Program Development in Occupational Therapy" (Pamela K. Shaffner); and "The Need for Teamwork Training for Faculty and Staff at the Postsecondary Level" (Lindy S. Pickard). (YLB)

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TOWARD THE 21st CENTURY: PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

HUMAN RESOURCE DEVELOPMENT

SOUTH FLORIDA CLUSTER

by

WARREN GROFF
NATIONAL LECTURER
NOVA UNIVERSITY
FALL 1993

U.S. DEPARTMENT OF EDUCATION
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TOWARD THE 21st CENTURY: PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

by

Warren H. Groff
National Lecturer and
Practicum Report Evaluator for
Human Resources Development

South Florida Cluster
Fall 1993

Abstract

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health and human services, business and industry, government and public service, and education and training.

Nova Southeastern University was founded in 1964. The Ed.D. Programs for Higher Education (PHE) were started in 1972 for preparing community college personnel. That single program evolved into three areas of specialization: (a) Higher Education; (b) Adult Education; and (c) Vocational, Technical, and Occupational (VTO) Education. The VTO specialization consisted of two seminars: Personnel - Human Resources Development (P-HRD) and the Emergence of Vocational, Technical, and Occupational (E-VTO) Education.

A curriculum change was made in 1990 which involved the (1) conversion of P-HRD to the core seminar Human Resources Development beginning fall 1990, (2) addition of Leadership as a sixth core seminar beginning fall 1991, (3) addition of a VTO Trends and Issues specialization seminar for second year students beginning 1992, (4) elimination of Learning Theory as a core seminar, and (5) reduction of the number of practicums from five to four.

Governance and Management has been a core seminar for many years. G & M had a focus on three major units of study (1) the structural dimension - governance and governance processes, (2) the human dimension - human interaction and organizational behavior, and (3) the strategic dimension - strategic planning, managing, and evaluating.

Human Resources Development (HRD) as a core seminar acknowledges the centrality of learning and the systemic nurturing of human resources. This paper describes a few developmental tasks in creating High Performance Learners and Leaders for Building Learning Communities.

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D. A Model for Faculty Development in Occupational Therapy - Pamela K. Shaffer
E. The Need for Teamwork Training for Faculty and Staff at the Postsecondary Level - L. Pickard

* * * * * * * * *

Where there is no vision, the people perish. Proverbs 29:18

LEARNING TO LEARN: THE CRITICAL COMPETENCY

* * * * * * * * * *

CREATIVE ORGANIZATIONAL PROTOTYPES

> I believe that there exists a possibility for a type of organization so fundamentally more creative than the traditional, authoritarian hierarchy that it is only dimly reflected, even in the most successful, current practitioners of new management principles.
>
> Peter Senge. Sloan School of Management, Massachusetts Institute of Technology.

* * * * * * * * * *

ABCs of 3 Rs: Rethinking for Restructuring and Revitalizing

A. Agricultural Era

During the Agricultural Era, the United States had education for the elite who attended private schools and colleges for the privileged destined for the professions. Apprenticeship training was available for people who were destined to become craftsmen. The U.S. invented the "common" elementary school and spread it, first in urban areas and then in rural areas. Then, the U.S. invented secondary education and spread it in a similar manner.

B. Business Industrial Era

The transition from an agricultural era to the business and industrial era was based on low technology and know-how and took place over a long period of time. As the U.S. emerged during the business and industrial era, the vocational track was added to the academic track. A general track was added to accommodate students whose needs were not met in the academic and vocational tracks.

Major **expansion** occurred in the 1940s and 1950s in all sectors of the economy, particularly manufacturing and services. Rapid advances in science and technology yielded global competition and **modernization** at an accelerating rate. Establishments that survived, modernized with new technology in the 1960s and early 1970s. During the late 1970s and the early 1980s, it became apparent that modernization of industrial era establishments was necessary, but insufficient. The surviving manufacturing sector establishments modernized several times with contemporary technology and then began to **restructure**. More important, however, a few establishments began to recognize the centrality of **Human Resources Development** committed to **Total Quality** with world class **Benchmarking Standards**.

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Alternative education has been available since the beginning of time. There have always been two primary forms of education: (1) direct experience and (2) that which is transmitted from one member of a species to another via communications. Alternative education made considerable advances with the invention of telecommunications, a trend that will accelerate with electronic books and libraries, voice activated devices, and videoconferencing.

An analysis of alternative education for a workshop for the Department of Education of Arkansas in 1989, yielded the following categories of alternative education: contemporary traditional education (CTE), partial technological deschooling (PTD), collaborative lifelong learning (CLL), and outcomes based education (OBE) or solution based learning (SBL). In 1984, the New York Institute of Technology announced it was possible to complete a four-year degree program via personnel computer and modem. Technology intensive delivery systems were described in Any Home A Classroom (Halperin, 1984) and The Education Utility (Gooler, 1986). Nontraditional education today will be traditional education tomorrow.

Although the manufacturing sector of the economy began to fundamentally restructure in the 1980s, the service sector of the economy is lagging behind other sectors. Two extremely costly services are health and education. With regard to education, the U.S. ranks second in terms of expenditure for elementary and secondary education and ranks last or nearly last in math and all categories of science among industrialized nations. Health and education will be modernized and restructured. The key issues are: (a) based on what beliefs, values, and research; (b) designed on what principles; and (c) restructured by whom (Groff, 1991).

C. Cognitive Synapses and Communication Technologies

Leaders have begun to realize the centrality of the brain and research in the cognitive sciences. Advances in research and development yielded communication and information technologies that have made it possible to transmit data, video, and voice instantaneously and simultaneously almost anywhere in the world. Human resource development systems will be created based on contemporary research in the cognitive sciences and the latest research in communication and information technologies.

Curriculum designers must produce High Performance Learners and Workers by (1) achieving greater efficiency from contemporary programs and (2) inventing outcomes based learning -- applications and solution oriented.

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A. AGRICULTURAL ERA

People	Education-Training	Outcomes
Elite	Schools and Colleges	"Professions"
Others	Apprenticeships	Craftsmen

B. INDUSTRIAL ERA

Privileged	Academic Vocational General	Quality
Disadvantaged	Drop-out	Inequality

C. ADVANCED TECHNICAL ERA

Any location a learning environment

RETHINKING, RESTRUCTURING, REVITALIZING

FROM POST - INDUSTRIAL ERA (PIE)

TO

EARLY TECHNICAL ERA (ETE)

TO

ADVANCED TECHNICAL ERA (ATE)

1970s 1980s 1990s 2000s 2010s

OVERVIEW OF PROGRAMS FOR HIGHER EDUCATION

Nova University is a nontraditional institution committed to developing practitioner oriented, problem solving, field-based doctoral programs. Nova developed doctoral program that are in the Abraham S. Fischler Center for the Advancement of Education beginning in 1972: (a) Child and Youth Studies, (b) National Education Leaders, and (c) Programs for Higher Education (PHE).

Professionals who enroll as students in PHE select one of five specializations: Adult Education: Higher Education: and Vocational, Technical and Occupational Education: Computing and Information Technology (CIT started in 1993): and Health Care Education (started in 1994).

Professional who have responsibility for vocational, technical, and occupational education, at whatever level, are admitted to the VTOE specialization in PHE. They are also admitted to the Child and Youth Studies (CYS) program which is offered in traditional and multi-tech formats.

Students enroll in clusters throughout the United States. Cluster coordinators provide assistance to students as the liaison between students and other program personnel. A regional cluster was created in the early 1980s for international students and for individuals living in remote areas. The first group of international students consisted of 14 individuals from Taiwan who enrolled in P-HRD in 1986 but dropped out of PHE because of Ministry of Education requirements which have since been relaxed. The name was changed to International Cluster in 1992.

Each student completes six core seminars, two specialization seminars, four practicums, two summer institutes, comprehensives, and a Major Applied Research Project (MAPP). The core seminars are held one Saturday per month during the nine month academic year. Core seminars are also offered two weeks prior to the Summer Institute and in a special format for students in the International Cluster. This format provides a means for domestic students to accelerate or catch up. Two specializations are held in conjunction with the summer institutes with some work completed (a) prior to the summer institute, (b) during the summer institute and (c) following the summer institute.

The week-long summer institutes focus on a theme and provide opportunity to hear international and national experts on the topic as well as concentrate on seminars, practicums, and PHE program requirements. Students have the opportunity to hear students' whose practicums and Major Applied Research Projects were designated as outstanding.

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CORE SEMIARS

A major curriculum change was made at the meeting of the Higher Education Director's Team in February 1990. The decision involved the (1) conversion of the vocational, technical, and occupational education (VTOE) specialization seminar Personnel-Human Resources Development to the core seminar Human Resources Development (HRD) beginning fall 1990, (2) addition of Leadership as a sixth core seminar beginning fall 1991, (3) addition of a VTOE Trends and Issues specialization seminar for second year students beginning 1992, (4) elimination of Learning Theory, and (5) reduction of the number of practicums from five to four.

Leadership

Research indicates that leadership consists of three processes: (1) analysis, (2) visions, and (3) action plans; can occur at three levels: (1) self, (2) organizational, and (3) societal; and involves three sets of competencies: (1) conceptual, (2) interactive, and (3) technical.

As intitially conceptualized, the Leadership seminar was intended to (1) include research and theory, (2) provide an opportunity for creating visions and preferred scenarios and (3) require each student to experience the setting of strategic directions and translating them into broad stroke organizational development components and human resources development (OD + HRD) components. For example, assume a student had an interest in creating a student success program. What are the OD and HRD components?

Governance and Management

Governance and Management has been a core seminar for many years. An early version of the seminar consisted of (1) a focus on the forces which shape the missions of establishments, (2) an analysis of governance structure, and (3) a review of the processes by which establishments determined strategic directions and scope of work. The third unit traced the evolution of planning, management, and evaluation systems to the development of strategic planning.

The Governance and Management seminar from 1986 through 1991 emphasized (1) the structural dimension, (2) the human dimension, and (3) the work dimension - application of strategic planning. The 1992-93 G & M seminar emphasized (1) governance structure, (2) governance processes, and (3) scope of work - strategic planning.

Organizational development projects students have selected include the form and structure of strategic planning, student learning outcomes assessment systems, management information systems, and Total Quality....

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Human Resources Development

Human Resources Development has its origins in Personnel - Human Resources Development (P-HRD) which was one of two seminars in the vocational, technical, and occupational education specialization. The other specialization seminar is the Emergence of Vocational, Technical, and Occupational Education (E-VTO). P-HRD and E-VTO complemented each other very well in that P-HRD had a focus on the workforces of the future and E-VTO had a focus on the workplaces of the future. P-HRD was flexible enough to accommodate professionals employed in education and training in a variety of contexts: health and human services, business and industry, government and the military, and schools and colleges.

HRD consists of three major topics: (1) an audit of HRD in the context in which each student works, (2) creation of a vision for an area of responsibility, and (3) development of a multi-year HRD action plan for the vision.

Content projects have included communication skills, computational skills, outcomes based education, science, technology, etc. Process topics included critical thinking, learning styles, problem solving, Total Quality..., etc. A student could select Total Quality and specify OD dimensions in G & M and the human dimensions in HRD.

Societal Factors

Societal Factors helps each student understand the demographic, social, economic, technological, and political variables that shape mission, purposes and program services.

Curriculum and Program Planning

A curriculum is the sum total of learning experiences that include (1) content formats, (2) delivery system formats, and (3) student learning outcomes formats.

Problem Solving

The Research and Evaluation core seminar introduces each student to three problem solving methodologies which are applied in practicums: (1) development, (2) evaluation and (3) research.

From Theory and Research to Applications

One hallmark of PHE is the application of theory and research to problems in a student's work context. Faculty use a variety of strategies and techniques to relate the didactic instruction to workplace problems.

HUMAN RESOURCES DEVELOPMENT

1. AUDIT HRD

MISSION
PHILOSOPHY
POLICIES
FUNCTIONS
BUDGET

2. VISION

STRATEGIC DIRECTION
PREFERRED SCENARIO
ORGANIZATIONAL DEVELOPMENT PLAN

3. HRD PLAN

CONCEPTUAL SKILLS
HUMAN RELATIONS SKILLS
TECHNICAL SKILLS
BUDGET

LEADERSHIP

THEORY AND RESEARCH

VISION AND PREFERRED SCENARIO

STRATEGIC DIRECTIONS

(ORGANIZATIONAL & HUMAN RESOURCES DEV COMPONENTS)

GOVERNANCE & MANAGEMENT	HUMAN RESOURCES DEVELOPMENT
AUDIT	AUDIT
VISION OF G & M	VISION OF HRD
ACTION PLAN	ACTION PLAN

STRATEGIC THINKING: MAXIMUM SYNERGISM =

LEADERSHIP THROUGH

OD + HRD + TQC

Pre Program Audit	Year 1	Year 2	Year 3	Year 4	Year 5	Post Program Audit
Organizational Development						
Mission Primary Program Secondary Program Climate/Culture Institutional Effectiveness						
Human Resources Development						
Conceptual Interactive Technical						
Hoped for Outcomes	←				→	Actual Outcomes

SOUTH FLORIDA CLUSTER HRD

A decision was made to have all professionals enrolled in PHE for their first seminar in one section and all other individuals in a second section. A cover memo, Instructions and Assignments information, and a study guide were sent to first seminar students in August. The cover memo provided the conceptual framework for HRD: (a) analysis, (b) vision, and (c) action plan. The Instructions and Assignments provided more detail for each assignment (see Appendix A).

Assignment #1 was an analysis of HRD in the student's work context. Specifications for the paper are included in the instructions. The paper is to be sent to the faculty member one week prior to the first session. An orientation to Nova and PHE was conducted by the cluster coordinator the evening prior to the first session. Seminar sessions are divided into early morning (EM), late morning (LM), early afternoon (EA), and late afternoon (LA). EM consisted of an overview of HRD, discussion of basic concepts, and five minute presentations of HRD in students' work contexts. LM consisted of discussion of basic concepts, identification of HRD topics for creating a vision and action plan, and the completion of a modified Myers Briggs test. EA consisted of vision creation for the HRD projects. LA was on discussion of concepts related to HRD projects and instructions.

A memo was sent between session #1 and session #2 to provide additional information about Assignment #2 and to share results of diagnostic information (see Appendix A).

Assignment #2 was an vision for an HRD project. After some preliminary remarks, each student made a five minute presentation and distributed a conceptual framework for the vision. LM consisted of discussion of basic concepts and an explanation of how to specify a multi-year action plan for the HRD project. EA was spent in specifying goals and objectives and then methodology for HRD projects. In each of the two sessions, students were grouped by similarity in planning preference. That is to say, students co-created part of the vision and action plan with other persons with similar predispositions. Strengths were highlighted for each of the four planning predispositions. A comparison was made between the South Florida Cluster and Phoenix Cluster.

A memo was sent between session #2 and session #3 to provide additional information about Assignment #3.

Assignment #3 was a multi-year action plan for the HRD project. Each student made a five minute presentation on the project. LM consisted of the written final examination. EA consisted discussion of HRD concepts. Because the author is also the HRD Practicum Report Evaluator, a joint session was held on HRD practicum topics.

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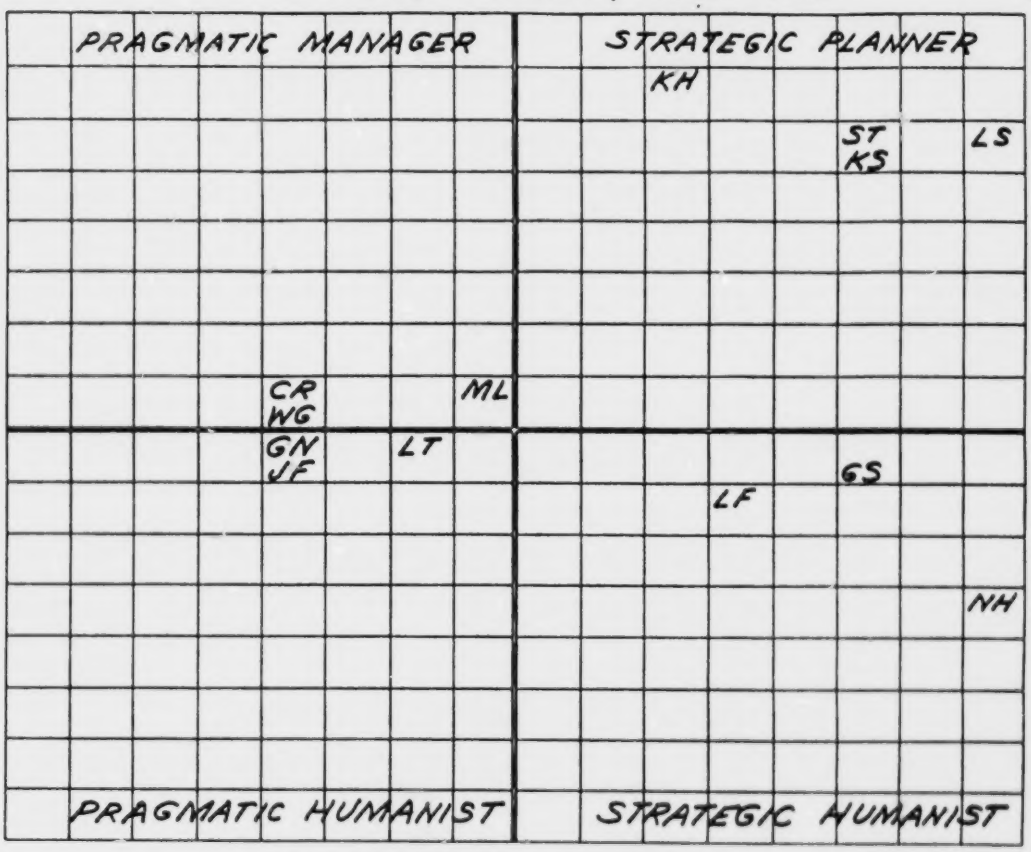
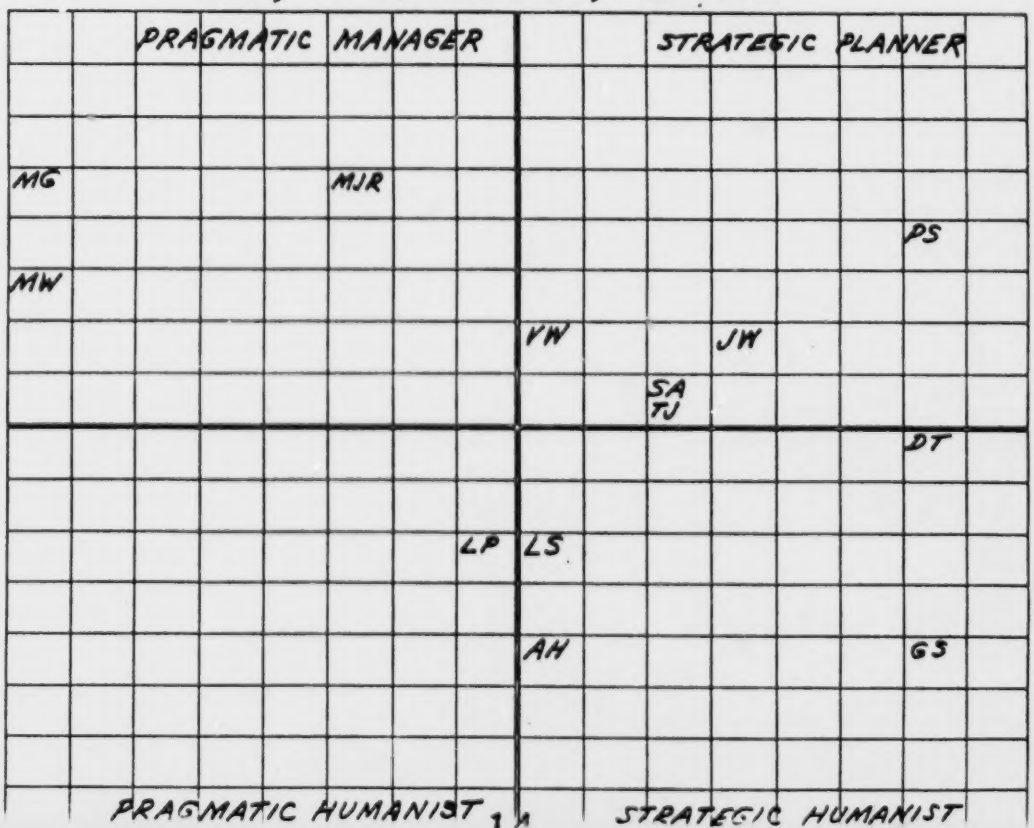
HRD, PHOENIX, FALL 1993



HRD, FT LAUDERDALE, FALL 1993



HIGH PERFORMANCE LEARNER AND LEADER

Ultimate Purpose

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health and human services, business and industry, government and public service, and education and training. To achieve that ultimate purpose, professional educators engage in basic and applied research, analyze and synthesize vast quantities of data and information, and create conceptual frameworks and action plans for the preparation of leaders for the above-mentioned contexts. PHE's mission is to produce high quality graduates in five areas of specialization -- they are Human Resources Development Design Engineers. That is to say, one ultimate outcome of PHE is to empower self-directed "Learner Leaders" who can either (a) achieve greater efficiency and effectiveness from contemporary education and training programs or (b) design more efficient and effective education and training programs.

A High Performance Learner and Leader (HPLL) in the 1990s needs better competencies and newer skills than a manager needed during the exapansion era of the 1950s and 1960s or for the modernization era of the 1970s and early 1980s. Modernizing education and training in the 1970s and 1980s was difficult during a period of major advances in science and technology which impacted on workplace and workforce needs. The transition from an industrial era to an early technical era was complex and fast. However, the transition from the early technical era to the advanced technical era of the late 1990s and 21st century will be even more complex and occur at an even faster rate. What then should be the vision and action plan that is likely to yield world class HPLL? An examination of titles of reports of the VTOE specializations indicates a historical sequence of change in program emphasis that suggest direction:

Preparing Agents for Change	1984-85
Preparing Transformational Leaders	1986-87
Preparing Strategic Thinkers	1998-89
Preparing Transformational Leaders for Fundamental Restructuring	1990-91
Building Learning Communities	1992

Analysis of a number of concepts is important as a prelude to thinking about program components and formats. First, all HPLL need to understand the PAST, the PRESENT, and have some meaningful learning experience in anticipating the FUTURE. Second, all HPLL need to understand issues such as access, cost, productivity, quality, restructuring, revitalizing, synchronizing, and thinking globally. The PAST of ACCESS is well documented in the literature. The

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ERAS	ISSUES
PAST	ACCESS
	COST
	PRODUCTIVITY
PRESENT	QUALITY
	RESTRUCTURING
FUTURE	REVITALIZING
	SYNCHRONIZING
	THINKING GLOBAL

"FUTURE PULL" PLANNING

	Creation	Co-Creation
ANALYSIS	External Environment (Past, Present, Future) Internal Environment (Past, Present, Future)	
VISION		
ACTION PLAN		

PRESENT of ACCESS includes dimensions of the MIND and SYSTEMS. From the perspective of the MIND, acknowledge that the left hemisphere and the right hemisphere perform different functions. Beyond that, there may not be much agreement on types of intelligences or neurolinguistic programming (enclosure). Nevertheless, some students are programmed to use primarily only one side of the brain. From the SYSTEMS perspective, ACCESS to the electronic highways is the civil rights issue of the decade and will become increasingly more important in the 21st Century. Ponder the following advances in technology:

In 1955, it was hand set type and the platen press.

In 1981, it was the PC.

In 1985, it was desktop publishing.

In 1989, it was voice activated technology and desktop presentations with sophisticated graphics.

In 1993, it was voice activated typewriters and electronic books.

In 1994, it is multilingual continuous voice activated desktop videoconferencing which minimizes geographic, language, physical and temporal restrictions.

Without access to the latest in contemporary technology, a learner is receiving less than a complete education. What are the implications of these issues for PHE?

Each of the above-listed issues, and others, would require lengthy discussion. Even without such discussion, a "bottom line" set of characteristics includes the conceptual, interactive, and technical conpetencies to take a HRD problem, analyze it in terms of the external and internal environments and share the results of the analysis with others who are affected by it. Second, a HPLL should be able to create a vision of a solution to the problem and co-create that vision with others, possibly first with people who have similar predispositions and then with people who have dissimilar predispositions. Third, a HPLL should be able to transform the vision into a multi-year action plan with organizational development and human resources development components which are in harmony with each other and synchronized to workplace and workforce needs.

Format

From this analysis, it is apparent that the present format could be enhanced through the use of a multi-tech format. Furthermore, HRD should be the first seminar in the sequence. It is in HRD that professionals can clarify their Personal Program Plan (Triple-"P") and continue to clarify a concentration, possibly even designate one.

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CONCLUSION

PHE has added HRD to the series of core seminars. The HRD core seminar description is stated as follows:

> This seminar treats the development of human resrources within organizations. Contemporary theory, research and practice are explored. The quest to improve organizational effectiveness ultimately rests on the philosophical conviction that people are the essential capital assets. Thus, the seminar views the more effective organization of the future in terms of the strong relationship between organizational development and human resources development strategies.

The conceptual framework for the HRD core seminar consists of (1) an audit of HRD within the student's work context, (2) a vision of a strategic direction and preferred scenario for an area of responsibility within each student s work context, and (3) the creation of a multi-year HRD action plan including conceptual, interactive, and technical skills with budget estimates for implementation.

First, the HRD faculty must facilitate the seminar from the heart because the course is the soul of PHE. Second, PHE must make a Total Quality Commitment to Human Resources Development. Third, PHE must develop a multi-tech option. The HRD core seminar should be the first seminar in the multi-tech format so that each student can understand more fully the centrality and create a Professional Development Plan for maximizing growth throughout PHE.

Numerous issues will be important in the 1990s. No issue will be more important, however, than assembling the critical mass of Human Resources Development Systems Engineers who will design and implement forms of alternative education which will produce a critical mass of intellectual capital, High Performance Learners and Leaders, who can create Learning Communities in an Advanced Technical Era.

* * * * * * * * * *

CREATING SOMETHING NEW AND FRESH

> The major task for society and the economy is to create something new and fresh as opposed to just improving on the old.

Peter Drucker. Innovations and Entrepreneurship Principles and Practices. New York, NY: Harper and Row, Inc., 1985.

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A "Third Wave" Electronic College

Judith W. Leslie uses Toffler's The Third Wave to develop an educational institution in an advanced technical era dominated primarily by electronic media.

> This methodology would allow the learner to proceed at his/her own rate and style, within his/her own time period, at his/her desired location, drawing upon learning materials from throughout the country and the world. Computer science and electronics courses and programs of study would be an integral part of the curriculum. Faculty would be cross-trained in a variety of disciplines and teaching styles. They would have flexible work schedules and loads and might share an assignment with a spouse or colleague. Many faculty would instruct from their home or electronic cottage....
>
> Judith W. Leslie. "As The Third Wave Approaches Higher Education: Planning For the Electronic Institution," CAUSE/EFFECT, January 1981, Vol. 4, No. 1, p. 15.

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APPENDIX A

Welcome Letter, Instructions and Assignments, and Supplemental Memoranda

TO: Students in the South Florida Cluster

FROM: Warren H. Groff

RE: Human Resources Development (HRD) Seminar

DATE: August 1993

It is with a great deal of anticipation that I write to you about the HRD seminar. I am exceedingly pleased that we will be working together on a series of learning activities that will be challenging, exciting, and relevant to you. I will do my best to make it a very rewarding experience.

We are privileged to live during an extraordinary time -- the turning of an era. The world is passing from an industrial era to a technical era based on rapid generation and use of information. The key economic resources will no longer be raw material extracted from earth and unskilled and semiskilled labor. The essential resources are information and knowledge used by individuals, hence the need for HRD.

The conceptual framework for HRD is (1) analysis, (2) vision and (3) action plan. The specific assignments for this three part conceptual framework are described on the attached "Instructions and Assignments for HRD." We will discuss ideas for practicum proposals which could lead to ideas for Major Applied Research Projects (MARPs).

I really look forward to working with you so that you have an extremely rewarding experience in our program.

Instructions and Assignments for Human Resources Development

The purpose of this document is to provide instructions and assignments for the Human Resources Development Seminar. The first date on which we will meet is October 2, 1993.

Research indicates that most change is attributable to human resources who use technology. Research about HRD indicates that a leader must (1) analyze strengths and weakness of the existing context, (2) develop a vision of the future, and (3) specify an action plan. These three activities are the conceptual framwork of the HRD seminar.

Each student should read the Study Guide, textbook, and primary references before starting the first assignment.

Assignment #1. Analyze the strengths and weaknesses relative to HRD of the context in which you work. You should state the mission and describe the functions of your establishment and then discuss the philosophy and policies that deal with HRD. You could analyze your establishment's strategic plan and the extent to which HRD is a part of the plan. You could analyze HRD programs and activities. (See attached list). You could analyze human behavior within the establishment. Relate theory and research with practice.

The body of your paper shall not exceed ten (10) type written, double spaced pages excluding charts, tables, bibliography, and appendices. The paper must be in my possession by Friday, September 24, 1993, so I can review the assignments before our first meeting. Use the Publication Manual of the American Psychological Association. Staple your paper in the upper left corner. Do not use binders or folders. These specifications apply to all papers. Please send a Vita or Resume with the first paper. Use mail that does not require my signature. Mail your paper to Warren H. Groff, 1531 Peabody Avenue, Memphis, TN 38104. (901)-725-5287. My e-mail code is groffw.

Because students can learn a great deal from an analysis of other contexts, each person will make a brief presentation of no more than five minutes about the context in which s/he works. Handouts and a visual or two would be most appropriate. We will discuss significant concepts and their implications. I will set the stage for the second learning experience and meeting.

Assignment #2. Create a vision of the future and a preferred scenario for an HRD project of interest to you. Strategic thinking should produce a long-term vision of the future based on an analysis of alternative scenarios and the specification of a preferred scenario. The vision of the 1990s should be based on an analysis of a broad range of demographic, social, economic, technological, and political

variables. A project could be content-centered or process-centered but should focus on some HRD activity for which you have some responsibility. For example, perhaps you have responsibility for writing across the curriculum, a comprehensive learning center, or student learning outcomes assessment. What is your vision of the future and your preferred scenario based on HRD internal strengths and weaknesses and external opportunities and threats? What are the HRD requirements to achieve the preferred scenario?

Assignment #3. Develop a multi-year action plan for HRD for your project. What conceptual, human relations, and technical skills should people acquire to improve quality?

Each person will make a brief five minute presentation during the morning session. You shall distribute a copy of your multiyear action plan. We will synthesize significant concepts and their implications. I will give the final examination required of core seminars and we will discuss ideas for a practicum in HRD.

The Nova University field-based docotral programs are intended to produce agents of change. If you know someone who is interested in pursuing a field-based practitioner doctoral program, feel free to invite her/him to class.

Documents You May Find Of Interest

ED 272 772 Perspectives on the Education and Training System of the Future. Paper written for ERIC Clearinghouse at The Ohio State University.

ED 280 538 The Learning Community of the Future: Education and Training in the 21st Century. Paper presented to the Commission on the Future of Community Colleges of the Am. Assoc. of Community and Junior Colleges, April 24, 1987.

ED 287 347 The Independent Learner: The Key Characteristic in Transformation Leadership. Paper presented at the Fifteenth Annual Summer Institute for Higher Education Programs for Nova University, July 27, 1987.

ED 335 519 Toward the 21st Century: Preparing Strategic Thinkers in VTO Education for Restructuring Establishments.

Community College Futures: From Rhetoric To Reality edited by Neal A. Norris. Stillwater, OK: New Forums Press, 1989.

ED 343 484 Restructuring for the 90's...And Beyond: The Era of Smart Homes, Wired Communities, Fast Systems, Global Networks, and Fast Forward Learners in a Borderless World.

HUMAN RESOURCES DEVELOPMENT AUDIT

5 4 3 2 1 0

Mission Statement
Philosophy About Service Establishment
Vision Statement

Policy Manual
Philosophy About HRD
Hiring
Promotion
Tenure
Leaves
Academic Freedom
Professional Development
Performance Appraisal
Recognition and Reward Structure
Termination
Retrenchment
Due Process

Handbooks
Faculty
Staff
Student

Professional Development Programs
Faculty
Administrators
Professional Staff
Classified Staff

Organizational Development
(Plan with or plan for and to)
Strategic Plan
Operational Plan
HRD Plan
Planning Process

HRD for Specific Priorities
Remedial and Developmental Services
Community Outreach
Disabled and Handicapped

Budget Allocation

Key:
5 Outstanding
4 Excellent
3 Good
2 Fair
1 Poor
0 Not applicable

ERIC Documents

ED 186 060 Higher Education As A Catalyst to the Local Economy
ED 188 655 Planning Technical Education for the Eighties
ED 190 168 Human Resources Development in Technical Education
ED 190 179 A Model to Evaluate the Extent to Which Goals are Reached
ED 197 779 Environmental Trend Analysis & Strategic Decisions
ED 200 711 Trend Analysis as a Component of Comprehensive Planning
ED 201 030 Key Data Elements in a PME Syllogistic Model
ED 201 295 Key External Data in Strategic Decision Making
ED 201 343 Market Analysis. What Is It? How Does It Fit Into...?
ED 201 357 Technical Ed As A Catalyst: Retraining & Collaboration
ED 202 498 Shaping Society through Outcomes: Measuring Output
ED 212 946 Preparing Proactive Transformational Leaders, Cluster #34
ED 213 446 Strategic Planning: A New Role for Mg Info Systems
ED 214 555 Statewide Coordination in Technology Transfer
ED 216 654 Strategic Planning: Matching Ext Assess with Int Audit
ED 217 907 Strategic Planning of Technology Transfer
ED 218 993 Entrepreneurship through Strategic PME
ED 219 007 Building Futurism into the Institution's SP and HRD
ED 221 249 Strategic Planning for Community Services & Continuing Ed
ED 223 273 Computer Literacy: Data & Info Processing as the Core
ED 227 888 Utilizing R & D Products in SP and HRD
ED 229 591 Econ & Soc Impact of Tran from Industrial to Info Society
ED 231 453 Assisting a College's Service Area in the Transition....
ED 233 651 Strategic Planning & Mg for the Third Wave
ED 236 394 Strategic Planning for Economic Development
ED 237 129 SP & Mg for Voc-Tech Ed at the Community College Level
ED 244 668 Quality Education. What Is It? (Nova #5)
ED 247 822 Strategic Planning for Economic Development
ED 259 804 Institutional Advance & Role of Resource Dev Office (NCRD)
ED 267 665 Snowmass Institute Report, 1985
ED 272 247 Preparing Agents of Change in Voc-Tech-Occup Ed, 1984-85
ED 271 184 Leadership: Vision & Sturcture (NCRD)
ED 272 772 Perspectives on the Education & Tr System of the Future
ED 280 538 The Learning Community of the Future: Ed & Tr in 21st (AACJC)
ED 287 347 Independent Learner: Key Characteristic In Trans Ldr, 1987
ED 290 860 Preparing Transformational Leaders in VTO, 1986-87
ED 298 977 Achieving Excellence Through SP, Smowmass Report, 1988
ED 313 946 Toward 21st Century: Preparing Proactive Trans Ldr, 1989
ED 319 882 Toward 21st Century: Prep Strategic Thinkers in VTO, 1988-89
ED 327 117 Preparing Strategic Thinkers in Grad & Postgrad Education
ED 327 118 Preparing Visionary Proactive Transformational Ldrs 34,37,38
ED 327 651 High Tech-High Touch Collaboration in Helping the United States to Develop "Learning Communities of the Future."
ED 335 519 Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Restructuring Establishments 1991
ED 343 484 Restructuring for the 90's...And Beyond 1992

EJ 212 639 Data as an Institutional Resource in a PME System
EJ 242 674 Key External Data Required in Strategic Decision Making
EJ 280 495 Strategic Planning of Technology Transfer
EJ 293 632 Strategic Planning - Jossey-Bass New Directions
EJ 295 399 Data Processing in the Post-Ind, Tech, Info Society, CAUSE
EJ 298 509 Education's Future Faces Four Great Challenges
EJ 312 404 Critical Mass: Education and the Economy

DOCUMENT RESUME

ED 351 499 CE 062 261

AUTHOR Groff, Warren H.
TITLE Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Building Learning Communities.
PUB DATE 92
NOTE 234p.; For related documents, see ED 272 247, ED 290 860, ED 319 882, and ED 335 519.
PUB TYPE Reports - Research/Technical (143) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *College Faculty; *Community Colleges; Critical Thinking; Distance Education; Futures (of Society); Labor Force Development; Lifelong Learning; *Nontraditional Education; *Productive Thinking; Seminars; Strategic Planning; Summer Programs; *Teacher Education; Two Year Colleges; *Vocational Education
IDENTIFIERS Nova University FL

ABSTRACT

The 1992 component of Emergence of Vocational, Technical, and Occupational Education (E-VTO) focused on preparing strategic thinkers in vocational, technical, and occupational education (VTO) for building learning communities. The E-VTO seminar was one of the two seminars that comprised the VTO specialization of Nova University's doctoral program to prepare community college personnel. The seminar was offered during the Summer Institute. Students were provided with a study guide and two textbooks in the spring. They were expected to complete a learning contract, two assignments, and a paper before the Summer Institute. The Summer Institute included an opening speech that provided an overview and 10 structured roundtable discussions conducted by faculty on such topics as "Rethinking, Restructuring, Revitalizing." Concentrations in technology education and computer studies were planned for 1992-93. A concurrent Summer Institute theme session was "Developmental Tasks toward the 21st Century: Learning Communities of the Future," which focused on developmental tasks for Nova Communiversity II. Students at the Summer Institute developed "learning community" action plans which were presented at the closing session. Much of the "Rethinking, Restructuring, Revitalizing" discussion is summarized; handouts are provided. Appendixes include 24 references and correspondence and memos sent to students. The following seminar papers prepared by Summer Institute students are included: "The Emergence of the Technical Society," "Improving Postsecondary Vocational Education," "Intellectual Capital Formation, Technology and Distance Education," and "Developing a Three-Year Student-Success Program for International Students" (Donna Smith); "Refocusing of the Educational Process in Health Occupations at Sarasota County Technical Institute" (Deborrah Metheny); "Developing a Total Quality Learning Environment" (Karen Ziegler); and "Development, Implementation, and Evaluation of a Model for the Review of Associate in Science Degree Programs" (Brian Satterlee). (YLB)

DOCUMENT RESUME

ED 335 519 CE 058 736

AUTHOR Groff, Warren H.
TITLE Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Restructuring Establishments.
PUB DATE Aug 91
NOTE 299p.; For related documents, see ED 272 247, ED 290 860, and ED 319 882.
PUB TYPE Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Change Strategies; *College Faculty; Community Colleges; Critical Thinking; Doctoral Degrees; *Doctoral Programs; Higher Education; Industrialization; Institutes (Training Programs); *Labor Force Development; Leaders; *Leadership Training; Program Development; Program Implementation; *Seminars; Student Research; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS Nova University FL; *Strategic Planning

ABSTRACT

This report describes how Nova University started the Ed.D. Programs for Higher Education with a focus on preparing community college personnel. The Vocational, Technical, and Occupational Education (VTO) specialization consisted of two seminars: Personnel--Human Resources Development (P-HRD) and Emergence of VTO. The program focused on preparing transformational leaders who think strategically about fundamental restructuring of establishments created in the industrial era. The seminars were offered in a format linked to the Summer Institute (SI). Students received materials and completed assignments prior to the SI, participated in SI activities that consisted of a theme and specialization sessions, and produced a synthesis paper. Related activities included workshops and practica. Following the eight-page report are these appendixes: (1) P-HRD materials, including a resource manual with readings, practicum and research project ideas, proposal development and evaluation protocols, and sources of information; (2) E-VTO materials; (3) titles of VTO and HRD practica undertaken as related activities; and (4) materials from the "Leadership for Innovation and Change" workshop. A postscript provides information on the author. The following student seminar papers by Polly Schultz are provided: "Redesign of the Education System"; "The Emergence of the Technical Society"; "Studies about Education"; Intellectual Capital Formation"; "Relevant VTO Materials"; and "Intrapreneurship in Postsecondary Education." (YLB)

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DOCUMENT RESUME

ED 343 484 HE 025 347

AUTHOR Groff, Warren H.
TITLE Restructuring for the 90's...And Beyond. The Era of Smart Homes, Wired Communities, Fast Systems, Global Networks, and Fast Forward Learners in a Borderless World.
PUB DATE Sep 91
NOTE 31p.; Paper presented at the Fall Conference of the Council of North Central Community and Junior Colleges (Little Rock, AR, September 16-17, 1991).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Developing Institutions; Economic Change; Educational Change; *Futures (of Society); *Higher Education; *Information Networks; Institutional Mission; Institutional Role; *Leadership; Leadership Qualities; *Long Range Planning; Organizational Objectives; *School Restructuring; Social Change; Sociocultural Patterns

ABSTRACT

This paper examines institutional restructuring in higher education for the 1990s and the 21st century and the leadership required for that restructuring. Following an overview and a discussion of selected pertinent demographic, social, economic, technological, and political variables, the paper focuses on the strategic importance of Mid-America to changes occurring in Eastern and Western Europe and the newly industrialized countries of the Pacific Rim. There follows a discussion of the learning enterprise in the schools and colleges of the United States. This is a prelude to a review of an agenda for the 1990s which recommends: (1) analysis of conditions of society and establishments; (2) transforming trend analyses into action plans; (3) development of leadership and human resources; and (4) emphasizing integrity within the learning enterprise. This agenda could lead, it is argued, to the creation of an infrastructure for developing world class information era learning communities. A description of such institutions covers leadership qualities and role, planning for quality technology, and the relationship of society, work and education. Also included are 43 footnotes and citations of 3 other documents. (Author/JB)

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TO: Fellow Members of Our HRD Learning Community

FROM: Warren H. Groff

RE: Our Next Increment of Growth

DATE: October 4, 1993

It was a pleasure to work with you during the first session of HRD. We talked about thinking "wholistically" and began a process to do that which you can mold into goals and objectives for the next few years. Without having completed that wholistic Personal Program Plan (PPP), we must focus on the HRD objective of the "vision" assignment.

Each of you began to develop a conceptual framework for an HRD project with a vision (paper 2) which will be refined into an action plan (paper 3). You had the opportunity to co-create your vision with other professionals with similar planning preferences. Now manage your time wisely to produce your vision paper.

Outline what you think will be contained in your visions paper. The outline will ultimately become a TABLE OF CONTENTS with INTRODUCTION and CONCLUSIONS, both of which are concise and focused statements. You have a great deal of latitude with presenting the body of the visions paper. Several students working on student learning HRD projects may want to have a short section on BELIEFS, PRINCIPLES, AND VALUES. The bulk of the paper will be on the HRD project. A brief section following the HRD project could be on SUPPORT SERVICES - Library and Media Center, Communication and Information Infrastructure. Include some REFERENCES. Support information may be included in the APPENDIXES like the example given to you by Greg Stiber.

Quality and substance are most important. You will add APA format in time. I appreciate papers one week before we meet. However, you were given a great deal of information as first term enrollees. I will understand if you are unable to meet that date. Other options are to send the paper the Monday before class to my home in Memphis or to the hotel if later in the week. I want to read the paper the Friday before class. The Hilton address is:

Dr. Warren H. Groff
Hilton Airport Hotel
1870 Griffin Road
Dania, FL 33304

The second part of the visions assignment is to have something for distribution to the cluster and PHE personnel. You decide what to distribute. Please bring 18 copies. Also, feel free to bring relevant articles with citations.

BEST COPY AVAILABLE

You heard the gist of the project for each person. Feel free to collaborate and network. Get online and network electronically. You could collaborate with someone on almost every aspect of the visions paper.

After you have completed the visions paper, begin to elaborate on the wholistic PPP as it related to HRD. Also, think in terms of the sequence of requirments and your computer system. The audit paper could have been "HRD.1.a. Audit" and your notes could be "HRD.1.b.Audit." Your vision paper could be "HRD.2.a.Vision" and notes "HRD.2.b.Vision."

I demonstrated access to Electronic Library after the first class. I will demonstrate something after the next session.

The original instructions packet sent to you contained an ERIC Document Resume. ED 351 499 contains papers by three students. ED 335 519 contains the work of another student.

During the second session we will spend some time reviewing the visions and then create and co-create action plans. We will also discuss ideas for a practicum near the end of the day. If you want to, you can develop the idea on a single sheet of paper and send it to me or bring it to class.

As the "Lead Facilitator" of our HRD Learning Community, my role is to help you become a High Performance Learner and Worker to enhance the possibility of program completion. I look forward to working with you again the next session.

* * * * * * * * * *

In the end, it is important to remember that we cannot become what we need to be by remaining what we are.

Max De Pree. Leadership Is An Art. NY: Doubleday, 1989.

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PERSONAL DATA VARIABLES

ST	Myers - Briggs E	I	S	N	T	F	P	J	Kolb Learning Styles CE	RO	AC	AE	Hemisphericity R	L	I
1	6	1	2	5	3	3	2	6	18	20	15	15	22	4	14
2	6	1	8	0	6	1	1	6	13	12	11	22	14	11	15
3	6	1	2	5	3	3	3	3	11	12	11	18	12	11	16
4	4	2	3	2	0	3	2	2	21	13	11	13	13	11	16
5	6	1	5	2	6	1	5	2	14	14	16	17	6	5	29
6	1	6	0	7	5	1	6	2	15	17	21	9	17	11	10
7	6	1	0	7	1	6	4	2	14	14	23	10	23	9	8
8	5	2	3	4	2	5	5	1	15	11	18	20	16	13	11
9	1	6	1	7	3	3	7	0	17	15	13	14	13	5	22
10	4	3	8	0	5	2	2	4	11	10	19	17	9	21	10
11	7	0	3	4	4	2	4	4	16	8	17	18	9	9	23
12	6	1	2	6	4	2	3	5	17	15	17	13	10	9	21
								High	21	20	23	22	23	21	29
								Mean	15.2	13.4	15.9	15.9	13.6	9.9	16.3
								Low	11	8	11	9	6	4	8
												25-29			1
												20-24	2	1	3
												15-19	2		3
												10-14	5	5	4
												5- 9	3	5	1
												0- 4		1	

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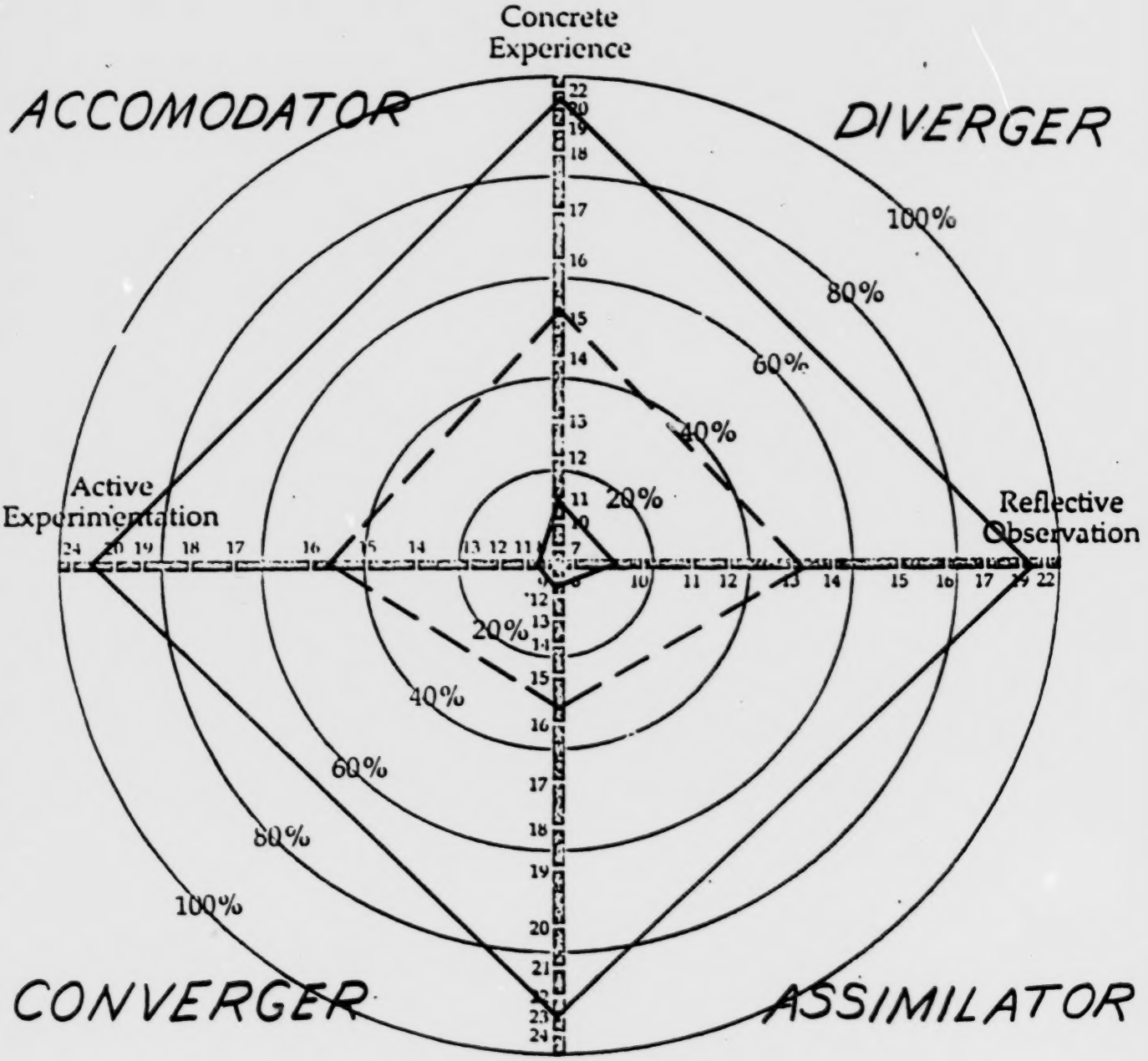
LEARNING STYLE PROFILE

Norms for the Learning Style Inventory



HRD, FT LAUDERDALE, FL.
FALL 1993

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APPENDIX B

Strategic Planning and the Role of Human Resource Development at Nova University - Gregory Stiber

STRATEGIC PLANNING AND THE ROLE OF HUMAN RESOURCE DEVELOPMENT AT NOVA UNIVERSITY

Human Resource Development

by

Gregory Stiber, SB&E

Nova University

Dr. Warren H. Groff

South Florida Cluster

A seminar paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

September, 1993

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INTRODUCTION

This paper discusses the strategic plan of Nova University and the extent to which Human Resource Development (HRD) is a part of that plan. The analysis will begin with a brief discussion of the University's mission and functions followed by a critique of its strategic planning process. Specific system features of strategic planning are discussed and their developmental stage identified. The involvement of HRD in the strategic planning process is addressed as well as Nova's HRD strategy, philosophy, policies, and activities. The latter section of the paper discusses the practice of HRD as it relates to the School of Business and Entrepreneurship.

THE STRATEGIC PLAN OF NOVA UNIVERSITY

The strategic plan of Nova University includes a statement of mission, vision, values and goals. Specifically, the mission statement reads: "Nova University provides lifelong education, from pre-kindergarten through post graduate, for leadership roles in a variety of professions through ensuring excellent academic programs, research, and service activities using innovative educational technologies that are neither timebound nor placebound" (Strategic Plan, 1992, p. 3).

The functions of the University are consistent with this mission statement in that the school offers a variety of academic programs at all levels. Individuals may earn degrees in an assortment of programs including business, computer information sciences, education, psychology, and ocean studies.

It is true that Nova's educational delivery systems are neither timebound nor placebound. Many academic programs are delivered to students via a "cluster" (i.e. field-based) format. Additionally, technology plays a major role in educating students. Examples of the use of technology include courses in a video and computer format.

The strategic plan contains ten institutional goals that are stated in general terms. These goals provide direction for fulfillment of the mission (see Appendix A) . Strategies to obtain these goals are also identified.

Strategic Planning: Assessment

Effective planning requires establishment of mission, goals, and strategies based upon an assessment of the external environment (e.g. environmental threat and opportunities profile) and an internal audit of the organization (e.g. strategic advantage profile) (Glueck & Jauch, 1988; Groff, 1985). Such a process is clearly

discussed and used in Nova's strategic plan, however, the presence of such elements is not proof that an effective planning process exists nor is it indicative of quality (Glueck, 1988).

Strategic planning for any organization is not an independent process but part of an overall strategic management system (Burack, 1988). Nova receives low scores when applying Burack's (1988) Stages of System Development to evaluate the sophistication and refinement of its strategic management system. In an informal survey of faculty and administrators, system areas of strategic planning, corporate culture, top management commitment, and control were rated as "formative" or "emergent" by a majority of respondents. (see Appendix B).

It is of interest to note that Dr. Stephen Feldman asserts in the President's Statement portion of the planning document that "The size and complexity of Nova University at this point in its development mandates that our planning efforts become more formal if we are to continue in the forefront of innovation and education." (Strategic Plan, 1992, p. 1). This could be interpreted as recognition of the relatively unsophisticated nature of the strategic planning system.

THE ROLE OF HRD IN STRATEGIC PLANNING

A general analysis of the strategic plan was performed to identify any statements associated with HRD. The definition of HRD presented by Groff (1993), the functions of HRD identified by Kazanas & Rothwell (1989), and the workplace basics discussed by Carnevale, Gainer, and Maeltzer (1990) were used as criteria to identify HRD related elements of the strategic plan.

Nova's values statement includes a discussion of the importance of creativity, appreciation, listening, and flexibility. Carnevale et al. (1990) identifies these skills as essential for appropriate human resources development.

Of the ten institutional goals identified in the strategic plan, two are directly related to HRD. Goal four: "To maintain and enhance an administration and faculty suited to carrying out the University's mission, goals, and strategies" (Strategic Plan, 1992, p. 9); and goal six: "To provide skills in the application and use of technology for students and faculty at all levels within the Nova continuum" (Strategic Plan, 1992, p. 9) clearly fall within the aforementioned criteria.

Goal six is especially relevant when viewed with respect to the changes taking place in our socioeconomic system. As our society shifts from an industrial to a technical foundation, the need to provide skills in the application of new technology becomes essential (Groff, 1985). Additionally, such skills are necessary in order to maintain quality and competitiveness in education. It is unfortunate that the administration of Nova is not recognized in this statement as individuals which could benefit from the use of such skills. One possible reason for omission could be that this goal is "classroom" rather than organizationally oriented.

There are five planning assumption identified in the strategic plan. The third assumption is also related to HRD and technology, it states; "Human resources policies must be enacted to ensure a capable work force to meet the challenge of technology and competition" (Strategic Plan, 1992, p.31). Such technological emphasis is not surprising in light of Nova's commitment to innovative educational delivery.

Goal four is the major element within the strategic plan designed to address human resource development. Indeed, the goal is restated and identified as "Human Resource Development" in the Planning Products portion

of the strategic planning document (see Appendix C). There are four critical success factors (CSFs) related to attainment of the HRD goal, they are: (1) enhance and develop a differentiated faculty; (2) develop alternative instructional methods; (3) improve the effectiveness of technology; (4) increase outside funding.

The first three of these CSFs address developmental needs of both faculty and staff. The fourth CSF is devoted solely to faculty development and recruitment (Strategic Plan, 1992).

A priority list of CSFs is contained in the strategic plan. The four HRD CSFs are ranked eighth, eleventh, twelfth, and thirteenth (see Appendix D)

HUMAN RESOURCE DEVELOPMENT STRATEGY

According to Kazanas et al. (1989) HRD strategy should begin by specifically clarifying the purpose of HRD in the organization. This purpose should be articulated widely and describe HRD's role in each area of the organization. Other elements of HRD strategy include a needs assessment, environmental scan, and evaluation of present strengths and weaknesses.

Although goal four of the strategic plan could be interpreted as a purpose or philosophy for HRD, it is not comprehensive enough to meet the other criteria

prescribed by Kazanas et al. (1989). In an informal survey of faculty and administrators, only one in eight was aware of an HRD purpose statement.

With out the existence of a formal HRD purpose statement, it is not possible for a formal HRD strategy to exist (Kazanas et al. 1988). Survey results support nonexistence of a formal organizational HRD strategy. Furthermore, using Burack's (1988) Stages of System Development, faculty and administrators ranked Nova's Human Resource Planning and Development (HRPD) policy and HRPD system coordination as either "formative" or "emergent".

HRD AND THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

The HRD function of the School of Business and Entrepreneurship (SB&E) receives its directional ques from the mission and goals of Nova University. Therefore, a discussion of the SB&E implementation statements for goals four and six of Nova's strategic plan is appropriate.

Implementation statements for goal four of the strategic plan include specific discussion of faculty workshops, new faculty selection criteria, faculty training for multi-technology delivery, and increasing faculty diversity (Implementation Statement, 1992).

There is no mention of administrative personnel in the statement.

Implementation statements for goal six include a discussion of computer-mediated learning tools, technology as a teaching tool, and faculty support for the use of technology in teaching (Implementation Statements, 1992). As with goal four, there is no mention of development for administrative personnel.

Although the developmental needs of administration are not addressed in SB&Es implementation statement, there are development opportunities available. Computer training seminars are offered and courses up to master's level may be taken with 100% of the tuition waived.

CONCLUSION

Using Burack's (1988) Stages of System Development, Nova University's strategic planning process was classified as emergent or formative and relatively undeveloped (see Appendix B). It is not then surprising to find that the school does not have a formal HRD strategy which has been articulated in writing and communicated widely to employees.

This is not to say that HRD programs do not exist at the University. There is much emphasis placed on the development of faculty and there are formal

programs in place to enhance teacher effectiveness, creativity, and flexibility. This is especially true in relation to the use of technology as an instructional tool.

There are developmental programs available for the administration, however, they are not as formal as the existing programs for faculty. Administrative personnel are basically on their own in identifying areas and choosing opportunities for individual development.

Competition in the field of education is increasing each year (Begtsson, 1991). The future of educational institutions rests on the degree to which they can meets the needs of society (Groff, 1980). Human resource development will play a key role in maintaining a competitive edge (Yeomans, 1989).

There are indications that HRD may be given more emphasis at the University. A new performance evaluation program has been implemented to differentiate employees in achievement and identify areas for training.

The University would be wise to follow the recommendation of the US department of Personnel Management and move HRD to the forefront of their workforce policy agenda (Agresta, 1992). Nova has been

successful at identifying opportunities and quickly implementing programs to capitalize on them. The University can not afford to simply rely on the thin cadre of motivated people who have bought into the organizational philosophy and want to get things done. A more formal system of strategic HRD planning should be implemented in order to attract and keep a talented human resource and maintain a competitive edge.

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APPENDIXES

Appendix A

INSTITUTIONAL GOALS

Goal 1

To maintain a strong, independent institution.

Goal 2

To view education as a unique value-added process through the exploration and implementation of improved ways of educating people that include effective global delivery systems.

Goal 3

To enhance society through educating effective and concerned professionals and advancing knowledge through research and our understanding of people, society, and the world in which we live.

Goal 4

To maintain and enhance an administration and faculty suited to carrying out the University's mission, goals, and strategies.

Goal 5

To provide high-quality curricula and methods that will educate students and promote their growth as leaders.

Goal 6

To provide skills in the application and use of technology for students and faculty at all levels within the Nova continuum.

Goal 7

To maintain and enhance the management and fiscal strength of the University.

Goal 8

To improve facilities to achieve University goals.

Goal 9

To maintain and improve continuously the array of professional schools, and develop interdisciplinary programs through collaboration among centers.

Goal 10

To benefit communities by extending high-quality services that integrate education, research, and training.

Appendix B

An informal survey of eight members of faculty and administration at the School of Business and Entrepreneurship was conducted. The results are listed below.

Question: Using the attached table, classify the following system features of Nova University in terms of stage of development.

System Feature	Stage of Development (Number of Responses)			
	I	II	III	IV
1. Strategic Planning	4	3	0	1
2. Corporate Culture	4	3	1	0
3. Management Commitment	3	4	1	0
4. HRPD Policy	5	3	0	0
5. HRPD System Coordination	6	2	0	0
6. Management Development Programming	4	3	1	0
7. Coordination and Control	5	3	0	0
8. Individual Career Planning	7	1	0	0

Question: Have you received a purpose statement for human resource development while employed at Nova University?

Number of responses: Yes 1 No 7

Typical Growth Patterns of Strategic Management Development Systems
Stage of System Development

System Features	I Formative	II Emergent	III Contemporary	IV Advanced
1. Long-range planning	Informal speculation concerning possibilities—CEO and a few key officers form group; most actions geared to tangible issues.	Periodic attempts to develop some long-range plans; many senior managers view as temporary situation; emerges largely as offshoot of existing and main functions; often a financial orientation; attempt to use some planning models.	Regularized planning cycle and clear definition of "long range"; incorporate planning models; more flexible approach to planning horizons; link to budget and planning cycles; start to develop some scenarios based on environmental scans; planning functions still viewed somewhat apart from Human Resources—the latter seen as (still) providing the staffing numbers.	System orientation linking business planning and strategic elements to line management and functional units; regular use of planning models and simulations; variable time horizon based on changing external environment, internal environment, and business characteristics.
2. Strategic planning	Informal, speculative, irregular; often mixed up with "long-range" planning with no clear separation of the two.	Start to think in terms of alternative or fallback approaches, almost entirely in financial and business realm; HR considerations mostly deal with top leader; start to analyze organization as to what constitutes "logical" bases for planning.	Define strategic business units as bases for approaches; evoke strategy sessions as formal part of planning process; expand concept of "strategy" and thus identify new information needs; start to connect long-range planning scenarios with strategic thinking; start to lose heavy financial orientation; start to identify critical qualities of leadership in this area.	Most of strategic business unit problems of activities and linkages worked out; regularize environmental scans and develop scenarios for establishing contingency approaches; active expansion of information base and development of a user friendly environment for personal computers to facilitate strategic thinking throughout organization.
3. Sucession planning	Informal; selected officer positions as needed.	Largely informal; extend officer leverage; add other critical positions.	Formalized; cover key and critical people, backups.	Formal; development strategy; talent pools; system for communications; review candidate tracking; dispute resolution.
4. Corporate "culture"	Identified primarily with corporate, owner or senior management philosophy and the historical roots of the organization.	Largely nonexistent as a functionally useful concept; people start consciously to identify "who we are," "what we stand for as an organization."	Corporate surveys start to identify key elements—top management starts to speculate as to the possible impact of these on behavior and/or performance.	Culture critically analyzed to determine impact on organization, considered somewhat variable thus questions of how defined it should be, the potential impact on performance, and should redefinition be sought; clarify features for incumbents and potential employees.
5. Top management commitment	No obvious signs or "signals"—rests mostly on generally understood philosophy of management—only vaguest connections to individual positions or effort; particular sponsors or mentors may be most reliable sign.	Some mentoring and/or sponsorship relationships firmed up and more in evidence; a key officer, at times the CEO, will evidence physical presence as show of support; key officers starts to participate regularly—often tends to be con-	Top management formally endorses strategic thinking and approaches by requesting their regularization; CEO and senior officers assume functional roles in strategic processes involving individual and committee assignments; en-	System defined, including structure, activities, responsibilities, and roles for all officers and senior managers; general and continuing reliance on system outputs; budgetary and reward systems further evidence of support;

(Continues)

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Typical Growth Patterns of Strategic Management Development Systems Stage of System Development				
System Features	I Formative	II Emergent	III Contemporary	IV Advanced
		versational with informal written communications relied on; budgetary funding limited; use regularly scheduled meetings and informal formats to "voice" support.	dorse incorporation of supports via reward system and performance appraisals for lower management levels; confidence and reliance on system outputs growing.	mechanisms established for conflict resolution.
6. Line management support	Entirely on an individual interest basis—no "payoffs" for efforts; developmental results largely unpredictable and the quality of (limited) effort extended is highly variable; various managers enjoy reputation as "good teacher"; home and receiving managers link informally.	Cross-fertilization assignments more frequent—"home" and "receiving" managers link more formal and frequent; bosses ask about progress of people identified previously; sponsorship and mentoring somewhat more formal-based on interest and competency; supervisors will actively follow up on individual questions or problems; greater involvement "encouraged" by use on appraisal forms.	Supervisory competency developed to widen participation in program; appears regularly as a part of subordinate reviews in the agenda of human resource development meetings; highly competent managers assume regular posts as trainers and training units; greater career counseling and job-analytic skills in evidence.	Formalize mentoring sponsorship relationships as part of system; supervisory roles become more complex as they involve performances development, individual careers and planning components; performance appraisal and reward system actively "signal" desirability of system support.
7. HRPD policy	Nonexistent—general attitude and relationships taken as an extension of corporate philosophy and style of management.	Mostly informal; some policies evoked as particular problem situations occur or as defensive measures (e.g., succession matters or EEO); some attempts to frame a general policy statement signaling business interest in the individual and to support recruiting policies.	Formal policy statement evolves with varying degrees of specifics regarding individual and corporate roles and responsibilities; senior management briefing to facilitate familiarity and dissemination.	Formal studies to establish actively a policy reflective of the organization's current and future situation—various managerial levels contribute—Personnel/HR assumes leadership in design; most frequently in writing and widely disseminated; policy establishes foundation for structure, processes, activities and administrative practices.
8. HRPD system coordination	Primarily a topic of occasional discussion with important system elements missing; informal at best.	Largely informal but starting to assume definition as the system itself takes shape; informal links within involving Personnel Management and selected HR functions and line management and individuals.	Formalize and develop system linking main Personnel and Human Resource elements; elevation in importance of key official who serves to link planning and administrative functions; start to link to business planning system.	Develop comprehensive system linking Personnel and Human Resource elements and business planning and strategic functions; formalize position(s) for coordination; develop information baseline for measurement, periodic reviews, and audits.
9. Management development programming	Informal, largely in individual's hands.	Attempt to formalize—largely on an individual bases; primary reliance on external programming or extension of annual reviews, informal link-	Link to business and human resource planning; reliance on internal processes including immediate superviser and external sources for general	Link development, performance management to planning and strategic system; situational/contingency approach reflective of company needs, indi-

(Continues)

Typical Growth Patterns of Strategic Management Development Systems Stage of System Development				
System Features	I Formative	II Emergent	III Contemporary	IV Advanced
		age of general staffing planning with business planning.	support; start to visualize in systems context; some degree of "action research" on effectiveness of approaches; heavily centered on annual performance reviews.	vidual, job and business planning/strategic units; HR policy clarifying issues and corporate commitments; action research component for performance and job improvement.
10. Coordination and control—general planning system	Informal; components not fully identified; rely on routine contacts and existing meetings and structures.	Emphasis on each functional unit coordinating its part of total; reliance on traditional form of control (e.g., financial officer/comptroller); various units consulted on an as-needed basis; build around previously scheduled meetings and events; start to develop feedback information system.	Identify major system components and formalize structures, responsibilities, activities and processes to carryout; seat coordination and control (C&C) with existing units and personnel; develop audit and feedback system; need growing for C&C position(s) per se; schedule mostly around existing meetings and groups.	Develop as a system with performance criteria reflective of career and general needs; develop comprehensive information base to form groups and establish time schedules reflective of C&C needs; formalize positions for C&C—by officers; regularly audit and review.
11. Information base and management inventory	Informally constructed, incomplete, reliance on verbal communications; internal orientation.	Formalizing much of records base; establishing performance standards and information; internal information plus some external.	Files mostly computerized and largely complete on standard information (e.g. performance, performance standards, job availability data, demographics, some business and individual career data).	Computerized (mainframe and microcomputers) with multilevel retrieval, data reduction, and simulation possiblities. Data management of growing importance.
12. Job analysis and performance appraisal information	Oriented to traditional type job descriptions; various jobs not covered, incomplete or out of date; appraisals often use informal criteria.	Updating of job description base; incorporation of EEO language; development of job specifications; some job redesign; developing performance standards but often in terms unrelated (largely) to behavioral data.	Attempts to coordinate job *and* performance data base; growing attention to job descriptive and performance dimensions; growing interest in work design; planning for possible work-systems type changes; general checks for EEO conformity.	Job analysis incorporates job-descriptive and performance dimensions; careful reanalysis of job specifications; action research studies of jobs, job design, and system designs; regular review relative to EEO strategies; periodic audits.
13. Individual career planning	Informal, little career-related information available, quite incomplete; supervision main source of information and counseling; person does mostly on his or her own.	Routine job descriptive information and job availability information; traditional promotion-career progressions emphasized; some recourse to formal career counseling; career information—company rather than individually oriented.	Expand internal information base; increasing system orientation to individual and company needs; formal counseling available as back up to supervisor; vertical career ladders plus some growing of cross-fertilization or job change possibilities; some linking of personal development to career opportunity.	Balanced orientation to company and personal needs; job-posting system fully accessible; counseling system; individual filing and update on career-related information; link individual and corporate needs; review career interest and intentions relative to job/work design.

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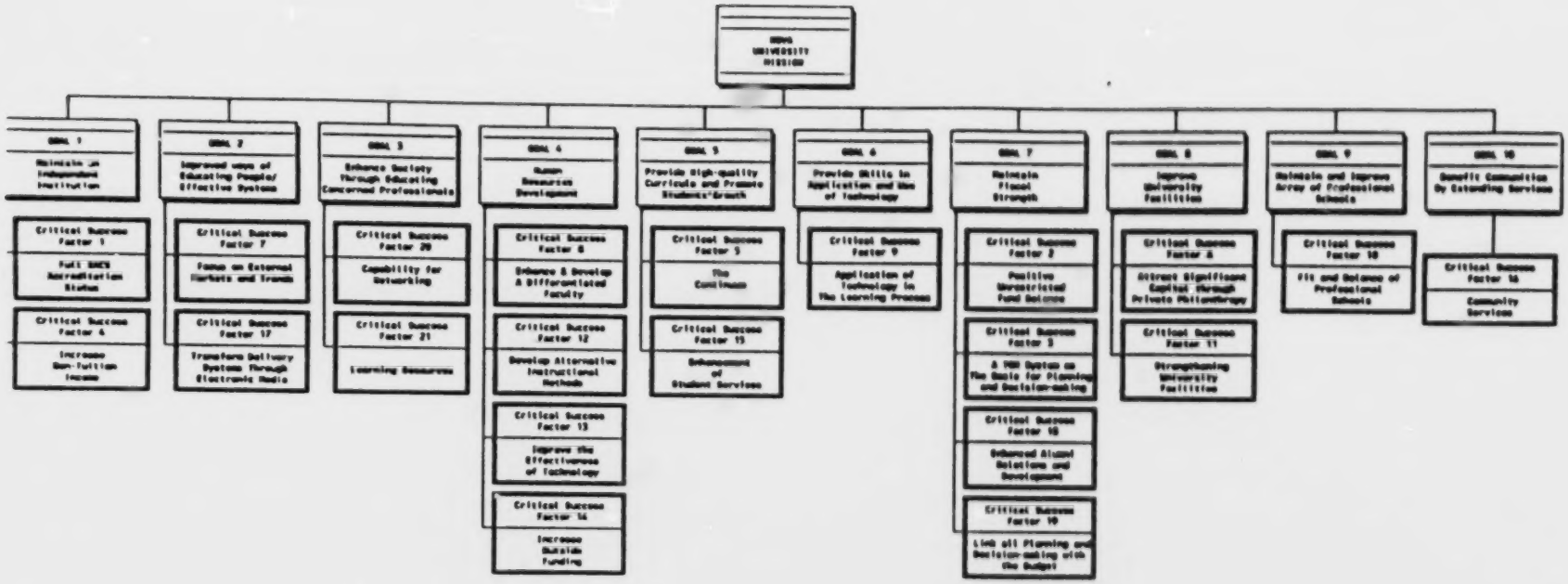
PLANNING PRODUCTS



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A CONCEPTUAL FRAMEWORK FOR THE INSTITUTE OF INTERNATIONAL TRADE AND DEVELOPMENT

Human Resource Development

by

Gregory Stiber, SB&E

Nova University

Dr. Warren H. Groff

South Florida Cluster

A seminar paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

October, 1993

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INTRODUCTION

The objective of this paper is to create a conceptual framework for the advancement of Nova University's Institute of International Trade and Development (IITD). The IITD is part of the University's School of Business and Entrepreneurship (SB&E). Its role with regard to the mission of the SB&E will be discussed along with the human resource development (HRD) needs required to carry out this "vision".

To construct the framework, a modified version of the Strategic Management Process suggested by Glueck & Jauch (1988) will be incorporated with Groff's (1985) recommendations for internal auditing and external assessment. Specifically, a discussion of the SB&E's strategic elements will be followed by an analysis of external and internal environmental elements. Assumptions about possible future scenarios will be based upon this investigation. A conceptual framework for the IITD will be created to address the opportunities and threats of the future environment.

THE STRATEGIC ELEMENTS: MISSION AND STRATEGISTS

The mission of the SB&E is "...the advancement of professional development of individuals in business, government, and nonprofit settings at the managerial

and professional levels. The School emphasizes creativity, innovation, and productivity in human enterprise. The educational philosophy of the school is growth through the practical application of theory. The School projects an activist, interventionist strategy in the delivery and design of its programs in pursuit of this educational philosophy" (Implementation Statement, 1992, p. 1).

The functions and activities of the SB&E are consistent with this philosophy. Innovative educational delivery (e.g. video format classes and field-based programs) of a creative curriculum which stresses practical application is a reality.

There is a change taking place with regard to leadership at the SB&E. Dr. Neumann Pollack who has been Dean for the last eight years has resigned to pursue other opportunities. The Associate Dean, Dr. Robert Preziosi, has been selected as interim dean commencing October 31, 1993. Both individuals are dedicated to the fulfillment of the SB&E mission, however, the management style and philosophy of the acting dean (and future dean) is presently an unknown factor.

EXTERNAL ASSESSMENT

Florida is one of the worlds fastest growing markets. The State has experiences an explosion of international growth while serving as a major economic center for the Southeastern United States. Florida's proximity to Latin America and the Caribbean is a major reason why its trade totaled $33.7 billion in 1992 (Florida International Trade, 1993).

With 13 million residents, Florida is the fourth most populous state in the United states. Each year more than 300,000 new people move to Florida. Over 60% of these individuals are 18 to 44 years of age; the prime working years. The State has the second fastest growing work force in the United States (Florida International Trade, 1993).

Florida has 14 deep water ports, 22 major airports, and ten operational free zones. If the state were a sovereign nation, it would rank as the 14th largest market economy in the world (Florida International Trade, 1993).

During the last ten years, Florida has created more than one million new jobs. Since 1980, its economy has grown at an annual rate of five percent, outpacing the overall U.S. rate of three percent. Major international corporations are moving to Florida

to take advantage of the thriving international environment. There are over 5,000 companies located in Florida which are involved in some aspect of international business (Florida International Trade, 1993).

South Florida is a culturally diverse region with strong influence from Latin America, Cuba, and Puerto Rico. Dade county is the most diverse area, however, a multicultural environment is also quite prominent in Broward county (Rodriquez-Florido, 1992). Immigrants from lessor developed countries have been identified as one possible reason for crime and image problems in this portion of the State.

There are seven major universities in the Dade, Broward, and Palm Beach counties available to serve the "academic" needs of the international business community. Of these institutions, Florida International University (F.I.U.), the University of Miami, and Nova University offer "comprehensive" international business curriculums at the graduate level (see Appendix A). It is of interest to note that F.I.U. is in the process of scaling back its international business program (Dr. Galen Kroeck, F.I.U., personal communication, October 3, 1993). There are also an assortment of bi-national institutes

at many of the colleges and universities throughout Florida.

INTERNAL AUDIT

The mission of the IITD includes an emphasis on the "...promotion and enhancement of the effectiveness of American small and medium size business in international trade..." (SB&E Catalog, 1993). In part, this is to be accomplished through non-credit seminar offerings and the advancement of the Master of International Business Administration (M.I.B.A.) degree. There are no strategic goals for the IITD, however, there are tactical plans and objectives in place for the M.I.B.A. program.

At present, this mission is being carried out exclusively through the development of the M.I.B.A. degree program. Non-credit seminars have not been offered in over two years, however, a certificate program is available on campus for non-degree seeking students.

Although the M.I.B.A. curriculum is global in perspective, marketing for the program is predominantly domestic. Heavy use of advertising in South Florida is augmented by direct mail campaigns to the Eastern portion of the United States. It is of interest to note that even with such a marketing strategy, almost

half of the students enrolled in the program are not U.S. citizens. Twenty percent of M.I.B.A. students are from Latin American countries and 18% are from Pacific Rim countries. These international students have learned of the program mainly through word-of-mouth and higher education publications. There is basically no alumni network to promote the program.

The M.I.B.A. curriculum is designed to assist business mangers in meeting the challenge of functioning in a global marketplace. It has been revised recently in order to fulfill this objective.

FUTURE SCENARIOS

Specifying assumptions about future scenarios is a way to focus the goals of the institution on the realities of the internal and external environment (Groff, 1981). An assessment of the most probable future scenario is key to constructing a conceptual framework.

It would appear that international business in South Florida will continue to prosper. Although there have been recent indications that the overall Florida economy is slowing in areas such as real estate and manufacturing, overall growth in international commerce continues at a healthy pace (Hage & Cohen, 1993).

The extensive information resource network to support international trade should continue to proliferate. Currently there are 25 Foreign Trade Offices, 36 Bi-National Chambers of Commerce, 55 Consulates, and 71 International Business Associations located in Florida (Florida International Trade, 1993).

A CONCEPTUAL FRAMEWORK

The current focus for advancement of the IITD is on tactical student recruitment activities for the M.I.B.A. program. This short term emphasis on the bottom line is not atypical of organizations which have a relatively unsophisticated view of strategic planning. Such myopia, however, often leads to a small return on investment and reduced market share in the long-run (Glueck & Jauch, 1988). The key to the long-term success for the IITD is a synergistic vision for growth which includes expansion of products (e.g. non-credit certificate programs), markets (e.g. satisfying HRD needs of private industry) and functions (e.g. enrollment management systems).

To successfully carry out tnis strategy, the IITD must become intimately involved with the international business community of Florida. Global enterprises are weaving an intricate design for international commerce in South Florida and the IITD is not a part of the

fabric. To become an element of this "tapestry" the IITD must take a proactive approach and become an incubator for new ideas and a resource for problem solving.

It is through such involvement that a symbiotic relationship between the IITD and the international business community may be advanced. This alliance would facilitate the exchange of information and the development of a reputation for quality and innovation at the IITD. As a result, avenues for new markets and students could be opened and the requirements of the bottom line met. Such a prescription is consistent with Leonard Berry's view of education as a declining industry (Groff, 1981). Although this statement was made in 1981, it is still applicable to the present environment. In such an industry, new market development and product differentiation should be pursued (Armstrong and Kotler, 1990).

HUMAN RESOURCE DEVELOPMENT NEEDS

Much of the aforementioned framework involves the HRD function of nonemployee development (Kazanas & Rothwell, 1989). The success of the program rests on the cultivation and recruitment of a committed and talented administration and faculty. This commitment must be derived from the top administrators of the SB&E

itself. Without such a commitment, it ould not be possible for the vision to become reality.

CONCLUSION

In one of the most dynamic regions for international commerce in the United States, the IITD has been idle. The key to revitalization and fulfillment of the IITD mission is a motivated administration and faculty who are willing to build a partnership with the international business community. Identifying the needs of practitioners in the international field and designing academic programs (e.g. seminars, certificates, etc.) to meet those needs would be the first step in forging this partnership.

The demands of this market could be identified through relationship development with the elements of the international business community. The first step of this process would be forming an IITD advisory board comprised of international business practitioners. The board could assist in the establishment of IITD goals and provide a foundation for an international network.

Long range plans should focus on establishing a global presence for the IITD. The influence of Florida's international business community is broad. The IITD could use this network as a stepping stone for accessing international markets (see Appendix B).

The process of changing the IITD to a proactive posture will take time and commitment. If the commitment is present, human resource ability and motivation will determine the degree of success.

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APPENDIXES

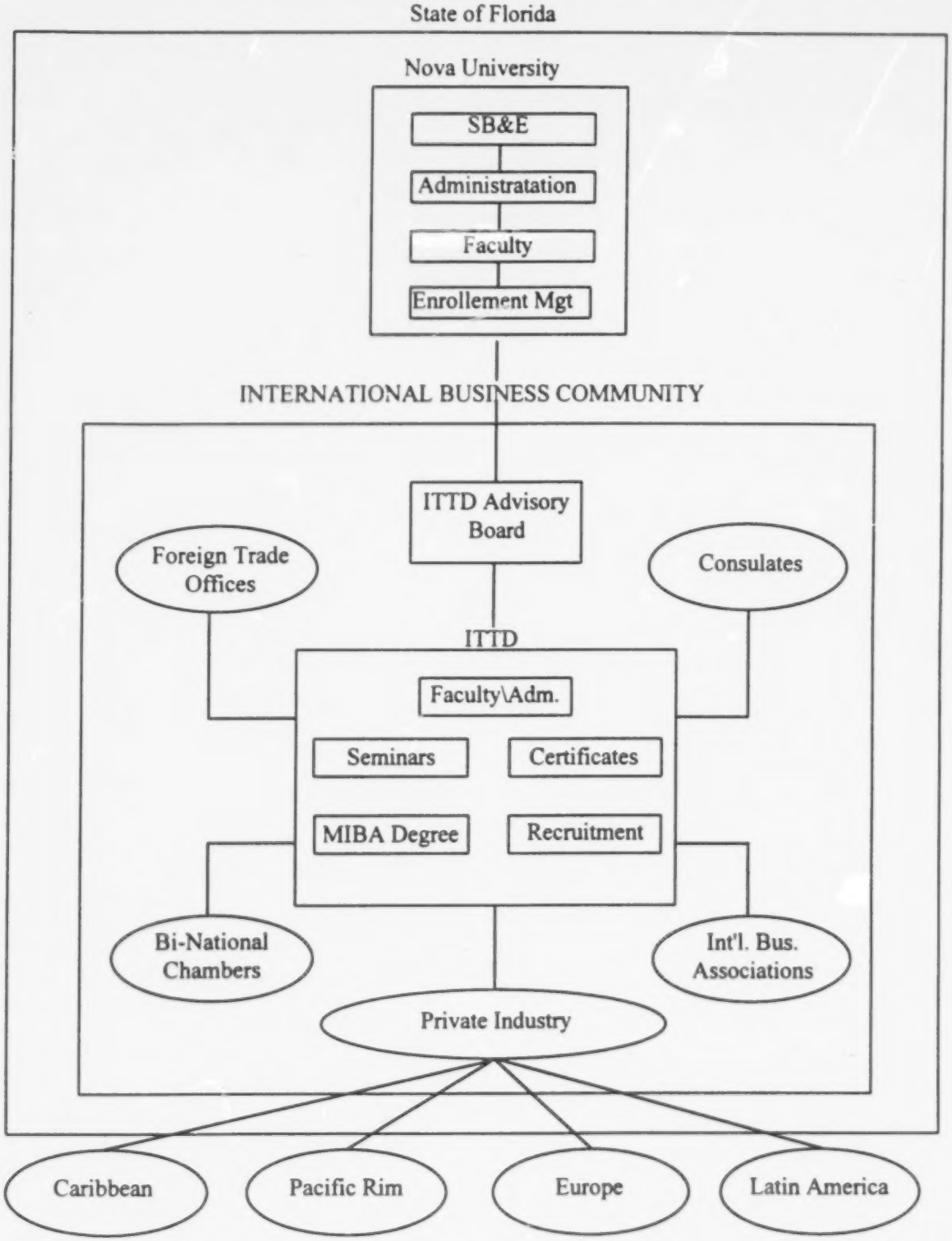
COMPETITOR PROFILE OF INTERNATIONAL BUSINESS CURRICULUMS

SCHOOL	TUITION P/CREDIT	CREDITS REQUIRED	GMAT SCORE	UNDERGRAD GPA	LANGUAGE REQUIRED	INTERNSHIP	CLASS SCHEDULE	COMMENTS
FIU	$104 Resident $357 Non Res.	40	500	3.0	Yes	No	Evening	Comprehensive Intern'l Business Curriculum
FAU	$108 Resident $361 Non Res	36	500	3.0	No	No	Day	MBA with Intern'l Business Specialization
U of M	$606	72	NA	NA	Yes	Yes	Day	Comprehensive; Includes Scholarships & Placement
Lynn	$275	42	NA	NA	No	No	Day	15 Credit Internat'l Business Specialization
St. Thom.	$275	44	450	3.0	No	No	Evening	18 Credit Internat'l Business Specialization
Barry	$300	36	NA	NA	No	No	Evening	MBA Only/ No Internat'l Business Courses
NOVA	$300	41	450	2.5	No	Yes	Weekend/Day	Comprehensive IB Curriculum

Appendix A

Appendix B

A Conceptual Framework for the Institute for International Trade and Development



A THREE YEAR STRATEGIC PLAN FOR THE ADVANCEMENT OF THE INSTITUTE OF INTERNATIONAL TRADE AND DEVELOPMENT

Human Resource Development

by

Gregory Stiber, SB&E

Nova University

Dr. Warren H. Groff

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INTRODUCTION

The Institute of International Trade and Development (IITD) of Nova University has as its mission the promotion and enhancement of the effectiveness of small and medium size business in international trade (School of Business and Entrepreneurship Catalog, 1993). This was to be accomplished through offering a variety of programs designed to assist businesses which are competing in the international market. Presently, the IITD has pursued this mission exclusively through the advancement of the Master of International Business Administration (MIBA) degree. This paper introduces a three year strategic plan which attempts to re-energize the IITD and fully implement its mission. The focus of the plan is the creation and implementation of a series of seminars for management development.

RATIONALE

The School of Business and Entrepreneurship, like all organizations, is bottom line driven. For the MIBA program to grow and prosper, the IITD must become active in the local international business community. Such activity will lend credibility to the degree and improve "visibility". Enhanced image and reputation

will lead to the long term growth of the MIBA degree program. Additionally, the seminar offerings suggested in this paper would also contribute to the bottom line.

GOALS

The purpose of this strategic plan is to implement the mission of the IITD through expansion of services offered. The focus of the effort will be placed on the development of a series of seminars which could be modified to suite the individual needs of the target market. The goal for year one is development of a pilot program; for year two delivery of the program to the South Florida international business community; for year three developing an international presence for the IITD by providing services to organizations located in Latin American nations (see Appendix).

Glueck & Jauch (1988) point out that not all goals in a plan may be specifically stated. This is the case with regard to the IITD blueprint. One of the central themes of the plan which is not specifically stated is relationship building. Developing alliances with members of the international business community is critical to the image and success of the IITD. Through

implementation of the seminar program, this goal may be accomplished.

METHODOLOGY

Before such a plan could be implemented, commitment from the administration and faculty of the School of Business and Entrepreneurship (SB&E) must be established. This analysis assumes that such a commitment would be obtained by stressing the opportunity for bottom line enhancement.

In year one of the plan, the first step in the implementation process would be to establish the IITD "think tank". This body would be comprised of three full-time faculty members and the academic director of the MIBA program. These individuals would be responsible for establishing and implementing programs for the IITD.

The next step in the process would be the development of a new advisory board for the IITD. The board must be comprised of significant "players" from the international business community. Candidates could be identified by using the SB&E alumni network and other organizations such as chambers of commerce and international business associations.

Faculty members would work in conjunction with the advisory board to identify areas of strengths with in the already established MIBA curriculum. These strengths could be matched against two areas of need relative to small and medium size businesses which target the international market. A pilot seminar program could be developed and compared to similar programs being offered by other organizations (i.e. World Trade Centers, other universities etc.). to insure uniqueness and effectiveness.

Once the pilot program has been developed, it could be implemented in selected organizations. Managers participating in the program would make recommendations for improvement.

Year two of the plan would focus on the delivery of IITD programs to the South Florida business community. This effort would focus on communicating the mission and services of the IITD to the 25 Foreign Trade Offices, 36 Bi-National Chambers of Commerce, 55 Consulates, 71 International Business Associations, and numerous international businesses (Florida International Trade, 1993). These organizations could either be users of IITD services or a resource to develop users.

Relationship building with these organizations would rely heavily on the IITD marketing manager and faculty members. This type of marketing requires extensive networking in order to disseminate the IITD message. This networking would emphasize "lobbying" efforts target at appropriate individuals.
This personal effort to disperse the IITD message would be augmented with advertising and direct mail.

After developing a network of regional/domestic users in year two, year three would focus on establishing an international presence for the IITD. Local businesses with subsidiaries/affiliates in Latin America could collaborate with the IITD to identify areas of need and establish programs to satisfy those demands. Pilot programs would be developed in much the same fashion that domestic programs were built.

It is important to re-emphasize that in the process of developing the aforementioned seminar programs, the IITD would be cultivating intimate relationships. Activities would not be limited to seminars, but also include opportunities for research, program design, and curriculum development.

Consulting would, and must, be a part of IITD services. Additionally, IITD relationships would

create other opportunities for the SB&E including: development of a network of sponsoring organizations for student interns; identifying potential guest lecturers and adjunct faculty; a target market for fund raising; and identifying potential MIBA students.

EVALUATION

The plan has a system of checks and balances designed to consistently monitor program activities. Initially, the IITD advisory board consults with the "think-tank" and evaluates all new program concepts. Organizations which participate in programs would have managers evaluate seminars upon completion. These evaluations could be implemented through questionnaires and round table discussion with faculty.

An opportunity to expand consulting activities of the IITD could be initiated through formal research programs. Specific areas of need within participating organizations could be identified and measurement programs initiated to quantify department effectiveness before and after program participation.

At the end of the second year, a market research study would be conducted to evaluate whether marketing efforts had raised the awareness level of the international business community with regard to IITD

programs and services. This study would take the form of a survey designed to address relevant issues.

Evaluation of programs for the Latin American participants would take place in much the same fashion as domestic programs. Appropriate modifications would be made to compensate for cultural/international variances.

BUDGET

The first year budget for this program would be modest. Board members work on a voluntary basis, and full-time faculty members may be persuaded to take on the additional responsibilities as part of their duties (if this unacceptable, faculty incentives would be arranged as necessary). A small printing budget would be necessary for program materials.

Year two would require funds for advertising, printing, and mail of slightly over $7,000 (a modest amount). Faculty would be compensated for their delivery of seminar programs. The marketing manager and academic director would be required to devote a significant portion of their time to marketing the program.

Year three would involve expenses for advertising and printing, however, there would also be travel

expenses involved. These costs could either be paid directly by sponsoring organizations or covered in the seminar charges.

It is important to note that the seminar programs would generate a cash flow for the IITD. It is beyond the scope of this analysis to determine specific revenue amounts.

CONCLUSION

The key to the long-tern success of he IITD is expansion of products, markets, and functions. Such a strategy is appropriate if we assume Berry's view of education as a declining industry is correct (Groff, 1981; Armstrong and Kotler, 1990). This plan is also consistent with the mission of the SB&E (Implementation Statement, 1992).

The three year plan presented here is a prescription to address the needs of an academic program which has become static. The key to the success of this plan is having the human resource talent to implement. If faculty members with the appropriate international business background are not committed to the program, the plan will not succeed. As equally important is the dedication of the marketing

manager and MIBA academic director to commit to the IITD mission.

Human resource development is key to the success of the plan. Whether it is in the area of nonemployee development, or focusing MIBA staff on new activities (Kazanas & Rothwell, 1989), it is the foundation upon which the IITD would be built.

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APPENDIX

Appendix A

A THREE YEAR STRATEGIC PLAN FOR THE ADVANCEMENT OF THE INSTITUTE OF INTERNATIONAL TRADE AND DEVELOPMENT

Purpose: Implement the mission of the IITD through the offering of programs that enhance the effectiveness of small and medium size businesses engaged in, or attempting to enter, the international market.

YEAR ONE

GOAL: Develop pilot seminar programs for the IITD.

Objective 1.1: Establish an IITD "think tank" comprised of three full-time SB&E faculty members and MIBA academic director.

Objective 1.2: Develop an advisory board for the IITD comprised of ten international business practitioners.

Objective 1.3: Conduct needs assessment of the international business community.

Objective 1.4: Establish policies, procedures, and cost structure for seminars.

Methodology:

*** Use alumni network, faculty, etc., to identify key "players" in international business community. Invite these individuals to participate as IITD board members.

*** Conduct internal audit of faculty strengths and match to external assessment of industry weakness.

*** Identify and evaluate other seminar programs being offered.

*** Faculty and IITD board work in unison to identify two areas of need and create curriculums to satisfy need.

Evaluation:

*** Seminar programs implemented in pilot organization for evaluation by participants.

Budget:

*** Faculty: As assigned
IITD Board: Voluntary
Printing: $500

YEAR TWO

GOAL: Deliver IITD programs to the South Florida international business community.

Objective 2.1: Identify major foreign trade offices and communicate IITD mission and services.

Objective 2.2: Identify major bi-national chambers and communicate IITD mission and services.

Objective 2.3: Identify major consulates and communicate IITD mission and services.

Objective 2.4: Identify major international business associations and communicate IITD mission and services.

Objective 2.5: Identify appropriate businesses and communicate IITD mission and services.

Methodology:

*** Heavy emphasis on personal networking of marketing manager, academic director, and faculty.

*** Advertising in international business publications.

*** Use of the alumni network/research.

Evaluation:

*** Conduct market research study to evaluate market awareness levels.

*** Evaluate organizations international activities before and after program offerings.

*** Participants evaluation of seminar content.

Budget:

*** Advertising: $5,000
Printing/Duplicating: $1,500
Mail: $750
Faculty: Variable

YEAR THREE

GOAL: Develop international presence for the IITD by providing services to organizations located in Latin American Nations.

Objective 3.1: Identify seminar participants with subsidiaries/affiliates in Latin American nations.

Objective 3.2: Create pilot programs for international subsidiaries/affiliates.

Objective 3.3: Deliver pilot programs abroad.

Methodology:

*** Marketing manager and faculty collaborate with appropriate participants to identify needs of subsidiaries/affiliates.

*** Evaluate similar programs offered abroad.

*** Advisory board is consulted to critique program design and delivery.

*** Participant organizations approve program content, delivery and cost.

Evaluation:

*** Evaluation by participants.

*** Comparison of relevant business activities before and after offering.

Budget:

*** Faculty: Variable
*** Transportation/Lodging: Variable
*** Advertising/Printing: $6,000

December 23, 1993

Dr, Warren H. Groff
1531 Peabody Avenue
Memphis, TN 38104

Dear Dr. Groff,

Enclosed you will find the three papers I submitted for the Human Resource Development Seminar. I would like to express my thanks for guiding me through the intricacies of this subject.

This letter may also serve as notice of my permission to reproduce and use the enclosed papers for seminars/research. If additional information is required, please contact me immediately.

I have submitted a proposal for an HRD practicum and will most likely be working with you in the future. For now I will wish you Happy Holidays and prosperity in the New Year.

Sincerely,

Gregory Stiber

Enclosures

APPENDIX C

The Development of a Plan to Design and Deliver Programs Based on Client Needs Assessment for the Center of Hospitality Management at Nova University - Dana V. Tesone

THE DEVELOPMENT OF A PLAN TO DESIGN AND DELIVER PROGRAMS BASED ON CLIENT NEEDS ASSESSMENT FOR THE CENTER OF HOSPITALITY MANAGEMENT AT NOVA UNIVERSITY

Human Resources Development

Dana V. Tesone, MBA, MS
Nova University

Dr. Warren H. Groff
South Florida Cluster

A seminar paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University
November, 1993

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INTRODUCTION

This paper is intended to provide a three year plan aimed at accomplishing all goals and objectives for the design and delivery of programs for the Center for Hospitality Management at Nova University. The writer of this paper will present the plan from aspects encompassing rationale and methodologies. Finally, this writer will draw conclusions based on findings from the development of the plan.

RATIONALE

According to Parnell (1990), the field of higher education will alter its mission to better accommodate the needs of employing units. The Center for Hospitality Management provides higher education programs at the undergraduate level to current and future practitioners of travel/tourism industry management. Since the mission of the Center is to provide applied programs of education, one aspect of the client base consists of leaders in industry-specific organizations. Johnson and Packer (1987), identify the need to develop human capital with the ability to manage the workforce of the future. The literature indicates that a driving force for curriculum design should be the needs within employing units regarding the preparedness of workers.

GOALS

Goals and objectives for this three year curriculum plan provide targets for performance with regard to development of content, delivery systems, and evaluation of outcomes. The mission for the project is to rethink, restructure, and revitalize a block of course offerings within the undergraduate human relations component (Groff, 1993).

The first goal is to develop a revised module of courses for the human relations track for Bachelor of Science students. This goal should be completed within one year. The first objective to be accomplished is to collate and present information from the external environment to members of the faculty. The next objective is to identify components of the curriculum most relevant to the needs of the external clients. The final objective is to develop of sequential model of course offerings for the human relations track.

The second goal is to deliver the revised model to students in the program. The first objective is to explore alternatives to current didactic delivery systems. The second objective is to design appropriate delivery systems for each course being offered. The final objective is to publish course descriptions and schedules.

The third goal is to evaluate learning outcomes for each of the courses in the module. The first objective is to develop and implement competency-based testing for each course. The next objective is to implement and measure student evaluations of courses in the program. The third objective is to survey external clients concerning workplace competencies of students and graduates.

Each goal is to be accomplished at the completion of one year. Since the second and third goals build on previously accomplished goals, the total time frame for project completion is three years.

METHODOLOGY

Detailed processes are required to attain the established goals and accompanying objectives for the human relations program at Nova University. Specific action steps provide the strategies and tactics of goal attainment (Thompson and Strickland, 1993).

The first step in accomplishing the goal of module development for the human relations track at the Center for Hospitality Management is to determine the needs of the external client group. These needs will form the presentation used to communicate priorities to faculty members, as cited in objective 1. 1. The hypothesis concerning perceived needs of external clients is the

desire for managerial skills in the field of human relations. A survey administered to local industry leaders will be used to test this hypothesis. The instrument asks industry leaders to prioritize those topics of study deemed to be important to preparing managers for the industry (Appendix A). A frequency distribution will be constructed based on response to the survey. This data will identify areas considered to be important to the external clients. The data will be used to design a presentation for faculty members at the Center for Hospitality Management. This presentation will provide communication of perceived external needs resulting in the accomplishment of objective 1. 1.

Objective 1. 2 requires the identification of curriculum components for the module. An appropriate process for the attainment of this objective involves collaborative thinking by members of the faculty. Faculty members will participate in a series of five meetings to review data, identify crucial educational components, and prioritize components to develop each course.

Objective 1. 3 provides for the development of a model for course content and sequence of courses. The process for meeting the objective is collaborative in

nature. In the process to achieve objective 1. 2 faculty members co-analyze. In this process, faculty members co-create each block within the module (Appendix B).

Goal number 2 requires the establishment of delivery systems suited to previously developed course content. Technical aspects of this goal require intervention and collaboration among technical experts and faculty members.

Objective 2. 1 provides for the exploration of alternatives to current delivery systems. In the process of meeting this goal, technicians and educators understand that the learner profile warrants androgogical approaches to learning (Margolis and Bell, 1989). Therefore, delivery systems must provide high levels of interaction suited to discovery learning. The process for achieving this goal will require combined meetings with faculty members and staff from the Center for Media and Technology at Nova University.

Objective 2. 2 calls for the design of appropriate delivery systems for each course. A designated delegate from the Center for Media and Technology will join with a staff member from the Center for Computer and Information Sciences and members of the faculty to

co-create delivery systems formats.

Objective 2. 3 requires course delivery coordination and schedule publications. The process to accomplish this objective requires meetings in which course facilitators meet to arrange a sequence of course offerings over the upcoming academic year. Upon the completion of this process, the department chair meets with program administrators to coordinate schedule publications.

The goal to be accomplished by the end of the third year of the project is to provide an evaluation of learning outcomes for the course module. Objective 3. 1 requires competency based testing for each course within the module. To achieve this objective, respective course instructors meet with the department chair in small groups to consider testing content and format. Upon reaching consensus relative to content criteria established in goal 1, tests are published.

Objective 3. 2 calls for the implementation of a student evaluation program. The department chair will propose evaluation format and criteria to members of the faculty (Appendix C). Once consensus is reached, the instrument will be published and administered by staff at the Center for Hospitality Management. The chosen format should protect student anonymity by

securing raw data. Also, format should be designed for computer scanning tabulation to enhance processing speed and reduce cost of administration.

Objective 3. 3 requires a survey of external clients concerning workplace competencies of students and graduates who have completed the course module. The survey will be distributed near the end of the academic year in year three of the project. The content of the survey will follow guidelines established during the first year of the project. Survey format will follow guidelines established for the student evaluation instrument.

Data accumulated from the three processes cited in former paragraphs of this paper will be measured during the summer months of the third year of the project. The information will be used to provide a presentation to participating faculty members, as well as, the entire faculty during the annual summer faculty meeting at the Center for Hospitality Management.

EVALUATION

One measure of success for the project will be determined by the ability of learners to meet of exceed established benchmarks in each competency based test. Testing will be administered upon the completion of each course. A second measure of success will be the

perception of students with regard to quality issues associated with course content and instructional methods. A final success measure will be the cumulative perception with regard to demonstrated workplace competencies by leaders within organizations employing students and graduates of the Center for Hospitality Management program.

BUDGET

The largest portion of project costs will be attributable to learning technology. While the project requires large amounts of faculty time spent mostly in collaborative meetings, resident members are paid at fixed rates and adjunct members participate on a voluntary basis. Mailing costs for surveys will be significant. However, line items are appropriately budgeted for such activities. Administrative costs will be nominal, as the research design facilitates use of technology available within the center. Actual cost of instruction is anticipated to decrease as a result of restructured curriculum. This is due to anticipated reduction in the number of course offerings and resulting reduction in adjunct faculty honoraria.

CONCLUSIONS

This writer concludes that a future vision for the human relations component of education within the

undergraduate program at the Center for Hospitality Management may be brought to fruition through strategic planning and systematic implementation of action steps (Appendix D). The methodologies designed for plan implementation require interactive collaboration among various specialists and experts. The mission that drives the plan is to provide higher education programs to prepare individuals to perform effectively in work environments. Therefore, the plan is driven by factors external to the educational institution creating collaboration within industry and higher education.

In the summer of the third plan year, the vision, plan, and outcomes will be presented to a full range of faculty members. An implication might be the full scale implementation of educational programs co-created by industry leaders and academicians.

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APPENDIXES

Appendix A

Needs Assessment Instrument

Nova Hospitality Management
Survey of Skills and Courses (S.S.C.)
for Proposed Degree Programs.

We need your help. Please take a few minutes to complete this questionnaire. What skills, courses, and knowledge topics do you feel are most needed among middle and senior level managers in the travel, tourism, hospitality industry? Please circle the number that corresponds with your opinion regarding the importance in terms of outcomes with regard to each course listed below. A copy of the survey results will be sent to each participant. Additional comments may be written on the back of the questionnaire.

Thanks!

Very Important 5
Somewhat Important 4
Not Sure 3
Somewhat Not Important 2
Not Important 1

PLEASE RATE THE IMPORTANCE OF EACH COURSE BY CIRCLING ONE NUMBER FOR EACH COURSE. RATINGS RANGE FROM "5"(VERY IMPORTANT) TO "1"(NOT IMPORTANT) FOR EACH COURSE. Circle one number for each question.

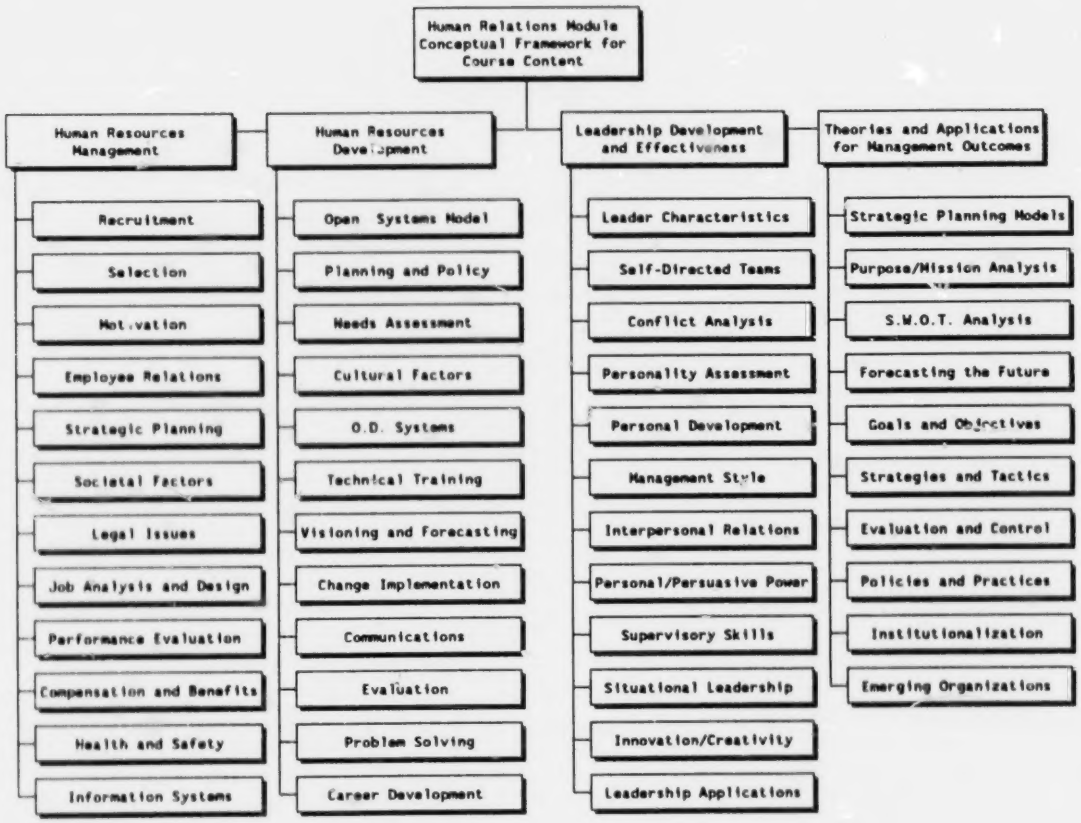
1	Operations administration for hotels, food service, and travel related firms.	5	4	3	2	1
2	Operations planning and control for hotels, food service, and travel related firms.	5	4	3	2	1
3	Procurement and material resources allocation for hotels, food service, and travel related firms.	5	4	3	2	1
4	Human resources management.	5	4	3	2	1
5	Human resources development (skills, career, management, training, behavioral development).	5	4	3	2	1
6	Front office and yield management.	5	4	3	2	1
7	Food production and service management.	5	4	3	2	1
8	Managing Customer Services.	5	4	3	2	1
9	Housekeeping operations.	5	4	3	2	1
10	Hotel engineering and maintenance.	5	4	3	2	1
11	Productivity management.	5	4	3	2	1
12	Applied ethics in hospitality management.	5	4	3	2	1
13	Accounting and financial management.	5	4	3	2	1
14	Marketing and sales management.	5	4	3	2	1
15	Management applications and theories.	5	4	3	2	1
16	Management information systems and technology.	5	4	3	2	1
17	Human relations.	5	4	3	2	1
18	Organizational behavior.	5	4	3	2	1
19	Real estate investments and asset management.	5	4	3	2	1
20	Total quality management.	5	4	3	2	1

Prepared by: Dana V. Tesone, Nova University Center for Hospitality Management

Appendix B

Content Conceptual Framework

Nova University
Center for Hospitality Management
Revised Curriculum



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Appendix C

Student Evaluation Survey Sample

Nova Hospitality Management
Course Evaluation Form

Course Number_____ Instructor_____

We would like to know your impressions of this course and the instructor. This information is important and may be used for decision-making processes at the Center. Your instructor will see only a summarized version of the information you give after grades are submitted. Please take the 15 minutes to provide an honest and accurate evaluation of this course and instructor.

Strongly Agree A
Agree B
Disagree C
Strongly Disagree D
Not Applicable E

Please circle one letter for each statement below.

1 The instructor presented the material in an organized manner.		A	B	C	D	E
2 The instructor was well prepared for each class.		A	B	C	D	E
3 The instructor made effective use of classroom time.		A	B	C	D	E
4 The class regularly met for the scheduled number of hours.		A	B	C	D	E
5 The course met stated objectives.		A	B	C	D	E
6 The instructor was available for consultation with students.		A	B	C	D	E
7 The instructor was helpful when students had difficulty.		A	B	C	D	E
8 The instructor was receptive to student questions and ideas.		A	B	C	D	E
9 The instructor used hospitality industry related examples to clarify material.		A	B	C	D	E
10 The instructor presented material clearly and with enthusiasm.		A	B	C	D	E
11 The instructor summarized or emphasized major points in lectures or discussions.		A	B	C	D	E
12 The instructor advised students as to how they would be evaluated.		A	B	C	D	E
13 Graded assignments reflected the important aspects of this course.		A	B	C	D	E
14 The instructor provided students with feedback as the course progressed.		A	B	C	D	E
15 The instructor assigned grades in accordance with the syllabus.		A	B	C	D	E
16 The course was intellectually challenging.		A	B	C	D	E
17 I learned a great deal from this course.		A	B	C	D	E
18 The course gave me an understanding of the importance of the subject matter.		A	B	C	D	E
19 The textbook/course materials were essential elements in meeting course ojectives.		A	B	C	D	E
20 The outside-of-class workload in this course has been: (A)2-5 hours/week; (B) 0-2 hours/week; (c) 5-10 hours/week; (d) over 10 hours/week.		A	B	C	D	E

Prepared by: Dana V. Tescone, Center for Hospitality Management, Nova University

Appendix D

Conceptual Framework for Three Year Plan

YEAR 1	YEAR 2	YEAR 3
Goal #1 Content	**Goal #2** Delivery	**Goal #3** Evaluation
Objective 1.1 Needs Assessment and Presentation Method: Survey, collate, collaborative meeting Evaluation: Awareness Budget: $1,000	Objective 2.1 Explore Delivery Alternatives Method: Combined Expertise, Co-analysis Evaluation: Idea Generation, Consensus Budget: $500	Objective 3.1 Competency-Based Testing Method: Co-analyze in small Teams Evaluation: Scores Meet or Exceed Benchmarks Budget: $2,000
Objective1.2 Curriculum Components Method: Co-analyze Evaluation: Consensus Budget: $500	Objective 2.2 Design Course Delivery Systems Method: Combined Expertise, Co-creation Evaluation: Methods Implemented Budget: $60,000	Objective 3.2 Student Evaluations Method: Co-create to Measure Content/Delivery Evaluaton: Individual and Overall Rating Budget: $1,500
Objective 1.3 Sequential Module Development Method: Co-creation, Distribution, Consensus Evaluation: Courses Designed and Documented Budget: $1,000	Objective 2.3 Publish Descriptions & Schedules Method: Adminstrative Support, Communications Evaluation: Timely and Effective Delivery Budget: $3,000	Objective 3.3 Survey External Clients Method: Survey, Analysis, Present Results Evaluation: On-the-job Performance Budget: $2,000

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3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 476-1961/(800) 392-4677
FAX: (305) 476-1959

NOVA *UNIVERSITY*
CENTER FOR HOSPITALITY MANAGEMENT

November 22, 1993

Dr. Warren Groff
National Lecturer
Nova University Programs for Higher Education
1531 Peabody Avenue
Memphis, Tennessee 38104

Dear Dr. Groff:

This letter is written as a result of our phone conversation on November 22, 1993. In our discussion we agreed to use a seminar paper from the Human Resource Development course from the Fall term of 1993.

This letter authorizes the use of the paper for educational purposes and educational publication. I look forward to future collaboration.

Cordially,

Dana V. Tesone

APPENDIX D

A Model for Faculty Development in Occupational Therapy - Pamela K. Shaffer

A MODEL FOR FACULTY DEVELOPMENT IN OCCUPATIONAL THERAPY

Human Resources Development

Pamela K. Shaffner, M.S.
Florida International University

Dr. Warren H. Groff
South Florida Cluster

A seminar paper presented to Nova University in
partial fulfillment of the requirements for
the degree of Doctor of Education

Nova University
October 1993

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INTRODUCTION

This paper will present a model for a faculty development program within a university setting. The focus of discussion will be on faculty development in allied health and specifically in occupational therapy (OT). Current issues impacting OT faculty development and trends in the rapidly changing environment of health care that may impact the direction of the profession and consequently education needs and faculty needs will be presented.

CURRENT TRENDS AND ISSUES

The topic of faculty development in the allied health professions and in occupational therapy has become increasingly important due to the rapidly changing academic, economic and health care environments. As funding resources tighten and competition for tenure and promotion increase " schools of allied health, particularly those located in major research universities ..., have come under increasing scrutiny" (Selker & Broske, 1991, p. 11). Allied health professions suffer in comparison to other academic units when factors such as the high cost of the programs, the shortage of doctorally prepared faculty and low research and scholarly productivity are

used as viability measures. Several authors (Conine, 1989; Manns & Vericella, 1985; Michels 1989; and Parham, 1987) have commented on the failure of allied health programs and faculty to align themselves with the mission of the university in research and scholarly productivity.

The optimistic view is that the current demand for enrollment into the allied health professions of occupational and physical therapy continues to increase. The American Occupational Therapy Association (AOTA) reports in Trends In The Environment an increased interest in starting new programs from colleges and universities and higher than ever applications for new programs. This is coupled however, with the continuing shortages of occupational therapy (OT) faculty and decreases in educational funding. The demand from the health care industry for clinicians is putting dual pressure on academic programs to retain, recruit and develop new faculty and to teach more students. If OT faculty are not currently aligned with the university's mission of research and scholarship it will become increasing difficult to meet this demand and also the health care industry needs within the current university climate.

VALUES AND BELIEFS

The Allied Health Professions Training Act, passed by Congress in 1966, provided grant funding to improve the educational quality of schools providing training and education in allied health. In 1967 the Allied Health Professions Education Subcommittee of the National Advisory Council recommended doubling the output of allied health care programs. The result was the rapid growth and development of programs through 1974 (Selker & Broski, 1991) within university and college settings. Michels (1989) clarifies the result of this rapid growth in the following statement, the relevancy of which is true today.

> The allied health professions that exist in university settings were, almost without exception, admitted to the realm of academia through the back door.... The fields were socially important, many young people were interested in the fields, employment opportunities abounded for the graduates, and the pool of faculty members consisted of clinical experts who enjoyed teaching and were good at it, who were caring advisors, and who served willingly and well on school and university committees. *But those faculty members were not held to the standards expected of faculty members elsewhere on campus....The internal conflict over which is the more important - research and scholarship or professional training - and the relatively weak scholarly base in allied health are inherited defects that have our roots in our heritage [italics added] (p. 136 - 137).*

Research and scholarship versus professional training continues to be the primary developmental issue for new faculty pursuing tenure and promotion in the university setting. Byzak (1986) and Masagatani & Grant (1986) identified basic skills and developmental needs of new OT faculty (figure 1) that must be addressed.

* Socialization
* Mentoring
* Teaching Skills
* Research Skills
* Scholarship
* Time Management Skills
* Knowledge of Resources

Figure 1:Faculty Development

MODELS OF FACULTY DEVELOPMENT

Recognizing the imperative to develop doctorally prepared faculty and to support OT faculty development on a national level two resolutions were brought before the 1993 American Occupational Therapy Association Representative Assembly by the Professional Program Council. Resolution C called for 1. the recruitment of individuals with doctoral degrees in other fields to become enculturated into occupational therapy and 2. the development of clinical doctoral programs which enable entry level OTR's to proceed directly to doctoral study with applied focus. This resolution was defeated even though it would have been an avenue to

gain more doctorally prepared faculty in a accelerated process. Resolution H called for the planning and development of annual faculty development institutes. This resolution was also defeated. The importance of national support for faculty development was supported with a charge to the Executive Board of AOTA to " plan, implement and fund a project management model to address the goal of recruitment, development and retention of qualified faculty for OT education" (AOTA, 1993, Draft of Minutes, p 19). This charge to the national association is an attempt to combine the intent of the resolutions into a model for a national faculty development incentive. It will, I believe only, marginally address the real needs of new faculty making the transition from clinician to academician.

Conine (1989) suggests strong preventive measures instead of remediation attempts in her model of allied health faculty development. "The best faculty development system could be the one that reduces the need for a faculty development program. Planned nurturance of faculty and self-development are suggested...as less costly, and possibly more effective substitutes for remediation" (p. 158). She also suggests hiring appropriate scholars whose credentials

are in a related field to increase research and scholarly activity.

VISIONARY PLAN OF DEVELOPMENT

A comprehensive plan for faculty development would incorporate a paradigm of organizational career development principles based on a process of needs assessment resulting in the formation of a personal development plan and a professional development plan. The conceptual framework for the plan is presented in figure 2.

The process of assessment and planning is continuous and encompasses organizational development, professional development, instructional development and curriculum change. Because faculty will differ in their needs a menu of resources is envisioned that can be incorporated into the individual development plans and utilized as a "development curriculum".

Gilley & Eggland (1989) in their book Principles of Human Resource Development have provided indepth information on career development and organizational development principles. They define career development as " an organized, planned effort comprised of structured activities or processes that result in a mutual career plotting effort between employees and the

organization" (p. 48). Organizational development (OD) is defined by them as " a systemwide process of data collection, diagnosis, action planning, intervention, and evaluation..." (p. 75). Organizational development has as a goal " enhancing congruence between organizational structure, process, strategy, people, and culture..." (Gilley & Eggland, 1989, p. 75).

Sound principles of career development and organizational development applied to the problem of faculty development in occupational therapy and allied health would be instituted within this model. Ideally, a faculty development center with a strong project director skilled in faculty development would exist to coordinate the program university wide.

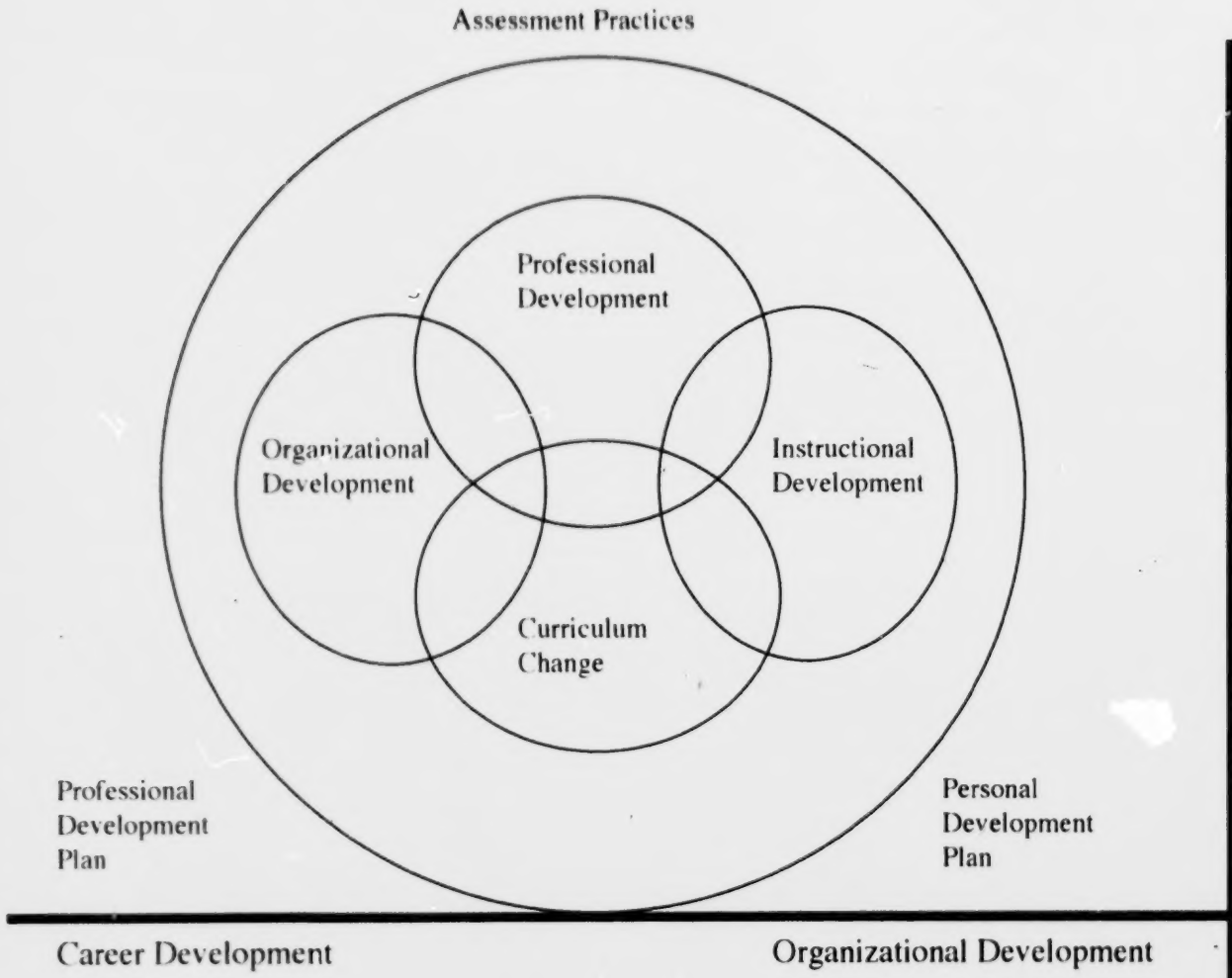
CONCLUSION

The need to expand the research and scholarly base of the allied health professions and occupational therapy is the message being sent to allied health programs in research universities today. The development of faculty productivity in research and scholarly activity is the developmental issue facing the programs.

Too frequently faculty development is seen as the

responsibility of the individual faculty member only and is left to the initiative and resources of the faculty member. Universities and departments must assist in providing direction and support to junior faculty. I have proposed a program which will bring together the resources and provide direction in the development of personal and professional career plans for faculty.

FACULTY DEVELOPMENT PLAN



CENTER FOR FACULTY DEVELOPMENT

Resources

Orientation Programs
Mentorship
Workshops
- Teaching
- Research
- Grants
- Writing Skills

Funding
- Professional Conferences
- Tuition Assistance
- "Seed Money"
- Internal Grants

Fellowships
Organizational Support
- Teaching Assistants
- Secretarial Support
- Computer Services
- Technological Services

Teaching Release
Sabbatical

Figure 2: Faculty Development Plan

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STRATEGIC PLANNING FOR FACULTY AND PROGRAM DEVELOPMENT IN OCCUPATIONAL THERAPY

Human Resources Development

Pamela K. Shaffner, M.S.
Florida International University

Dr. Warren H. Groff
South Florida Cluster

A Seminar Paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University
November, 1993

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INTRODUCTION

This paper will present a strategic plan to address faculty development and program development within the occupational therapy department. The goals and objectives were generated from two sources: (1) the Department of Occupational Therapy's goals and objectives for 1992 - 1993 and, (2) recommendations for program development from the accreditation committee of the American Occupational Therapy Association (AOTA) The objectives for each of the three goals were operationalized over three years (see appendix).

RATIONAL

Two issues related to faculty development in allied health have emerged in the literature (Conine, 1989, Michels, 1991, Masagatani & Grant, 1986). They are lack of research skills and involvement in scholarly activities when compared to other academic units and lack of preparation for academic teaching for clinicians transitioning to academicians.

Internal Components

A review of the mission and philosophy statements; the goals and objectives of the OT department , the College of Health and; the Tenure and Promotion Manual of Florida International University reaffirms the need

for achievement in scholarly activities and teaching. The goals and objectives reflected in this paper have been developed to address these areas from an organizational development process and a personal development process.

Goal 1, objective 1.2 and goal 2 were developed from the OT department goals and objectives for 1992 - 1993 (see appendix). These original goals and objectives reflect general statements and were not previously operationalized. The revised goals and objectives as presented in this paper are broad based and focused on the development of teaching skills and involvement in research. They address the needs of the department as a whole and the individual faculty member.

External Components

The American Occupational Therapy Association (AOTA) reaccredits OT programs every 7 years and programs must meet the "Essentials" as defined by the association. This is achieved through a self-study process and an on-site evaluation. If program deficiencies are identified corrective action must be taken and a plan for correction submitted to the AOTA. Goal 1, objective 1.1 and goal 3, objectives 3.1 and

3.2 (see appendix) were developed as corrective action for accreditation deficiencies.

GOALS

Three major goals for the occupational therapy department were established and two objectives for each goal identified. The methods for meeting the objectives, the process of evaluating objective attainment and the estimated budget costs are outlined in the goal charts (see appendix).

Goal One

Goal one is to *provide excellence in teaching reflective of the philosophy and the mission of the department, the University, and current clinical practice*. To meet this goal two objectives were established.

* Objective 1.1: *Curriculum content will reflect the mission of the OT program and of the institution.*
* Objective 1.2: *Institute a faculty development plan for teaching improvement.*

Methodology and Evaluation

The methodology for attaining the objectives of goal one requires the establishment of a curriculum review committee to meet objective 1.1. Responsibility

for revising the teaching evaluation tool, objective 1.2, has been assigned to a faculty member and will be coordinated with the program evaluation process as outlined in goal three.

Outcomes will be reflected in revised course syllabi, curriculum revisions, a revised teaching evaluation tool and individual faculty development plans within three academic years.

Goal Two

Goal two is taken directly from the 1992 -1993 goal statements for the occupational therapy department and is to *promote active faculty and student involvement in research.* The following operational objectives have been established for goal two.

* Objective 2.1: *Increase faculty and graduate interest and skills in research.*
* Objective 2.2: *Develop research projects in pediatrics and gerontology.*

The decision to focus on research in the fields of pediatrics and gerontology was made for two reasons. One, the current faculty members with interest and expertise in these areas and two, the demographics of south Florida.

Methodology and Evaluation

Key methods for reaching the objectives will be the identification of specific research topics by faculty, the selection of a faculty research coordinator to initiate activities and securing of funding for research activities.

Attainment of goal two and the objectives will be reflected in the establishment of the "Partners In Research" (PIR) program. This program will establish ongoing research projects in pediatrics and gerontology with sponsoring clinical facilities and the academic unit (OT department). The inclusion of graduate students and the ongoing potential for thesis topics will provide fertile ground for enhancing research and scholarly activities of faculty and students.

Goal Three

Goal three addresses the need for ongoing evaluation of the program and the use of evaluation information for human resource development.

The goal states: *the results of ongoing program evaluation will be reflected in curriculum, faculty development, and student learning outcomes.* In order to meet this goal the following objectives were established.

* Objective 3.1: *Develop a program evaluation methodology.*
* Objective 3.2: *Establish an alumni database to be utilized in ongoing program evaluation.*

Methodology and Evaluation

Information on program evaluations currently being used by other OT programs has been gathered and the database for compiling alumni and student information has been established.

It is projected that by fall term 1994 a pilot program evaluation with objectives will be ready to go. The alumni database for the years 1990 - 1993 will be completed by summer term 1994 and the information will be utilized in the program evaluation project.

CONCLUSION

Ongoing program evaluation is crucial to organizational development and faculty development. Evaluation can assist in identifying the external and internal factors affecting programs; assist in establishing the goals and objectives; and target the human resource development needs.

Strategic planning designed to meet identified goals and objectives is both the product of and the

force behind program evaluation through the process of operationalizing the goals and objectives.

An informal process of program evaluation was done in my previous papers on faculty development. The first paper was an analysis of current issues and the second paper presented a visionary model for faculty development. The result of that previous work has been the establishment of a strategic plan based on identified goals and objective as presented in this paper.

These goals and objectives were established with the assistance of the occupational therapy department Chairperson and will be presented to the entire faculty for consideration. Revisions will undoubtedly be made however the framework for establishing a timeline and predicted outcomes has been achieved.

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APPENDIX

OCCUPATIONAL THERAPY DEPARTMENT
GOALS AND OBJECTIVES

GOAL 1: Provide excellence in teaching reflective of the philosophy and the mission of the department, the University, and current clinical practice.

OBJECTIVE 1.1: Curriculum content will reflect the mission and philosophy of the OT program and of the institution.

	YEAR 1	YEAR 2	YEAR 3
METHOD	1. Formation of a 3 member faculty committee for curriculum review to meet 2x/month. 2. Review syllabi from current courses for content and design and relationship to other courses and mission.	1. Fall: 1994 Completed course review. Recommendations for changes from committee. 2. All faculty will review recommendations related to their assigned courses and proceed with course changes.	Fall: 1995 1. Implement curriculum recommendations. 2. Comprehensive course evaluation to be done 1 month following completion of the course. 3. Continue process of improvement.
EVALUATION	1. Committee will report to entire faculty at least bi-monthly on progress.	1. Faculty will present course syllabus with changes reflecting mission statements and relationship to philosophy by end of spring term 1995.	1. Teaching Evaluation (see obj. 1.2). 2. Program Evaluation (see obj. 3.1).
BUDGET	No budget restraints or needs at this level.	No budget restraints or needs at this level.	Estimate 250.00 year for printing/postage.

OCCUPATIONAL THERAPY DEPARTMENT
GOALS AND OBJECTIVES

GOAL 1: Provide excellence in teaching reflective of the theoretical basis of the profession, the mission of the institution and current clinical practice.

OBJECTIVE 1.2: Institute a faculty development plan for teaching improvement.

	YEAR 1	YEAR 2	YEAR 3
METHOD	1. Revise current teaching evaluation tool. 2. Faculty and students will have input into new evaluation. 3. Utilize Academy of Teaching as resource for assisting in development of new evaluation.	1. Faculty will develop personal plan of teaching development using student input, colleague input and yearly chairperson evaluation and their own perceived needs. 2. Utilize Academy of Teaching as resource for developmental needs.	1. Institute comparison study of teaching effectiveness through program evaluation. 2. Input from graduates, alumni and current students for ongoing program evaluation.
EVALUATION	1. Pilot new evaluation fall term 1994 and spring term 1995 and make revisions.	1. Faculty Development Plan 2. Teaching Evaluation 3. Yearly review	1. Program Evaluation 2. Self-evaluation 3. Teaching Evaluation 4. Yearly review
BUDGET	Minimal costs for copying within current departmental budget.	Minimal costs within current departmental budget.	Estimated costs for copying, mailing $250.00

GOAL 2: Promote active faculty and student involvement in research.

OBJECTIVE 2.1: Increase faculty and graduate student interest and skills in research.

	YEAR 1	YEAR 2	YEAR 3
METHOD	1. Identify areas of current faculty research. 2. 2x/mth. research meetings for faculty and graduate students. 3. Identify faculty needs for research skills.	1. Faculty will have personal research development plan to improve research skills. 2. Workshops to improve research skills will be scheduled.	1. Continue to develop areas of identified research. 2. Identify graduate students interested in research areas.
EVALUATION	1. Select a faculty research advisor. 2. Identify two areas of ongoing faculty research (see objective 2.2). 3. Identify University resources for faculty research support and training	1. By the end of spring term 1995 two research projects will be initiated (see objective 2.2). 2. Faculty will identify area of research interest on yearly faculty activity report.	1. Faculty will have produced at least two articles from the research projects. 2. At least four graduate students will be actively involved in the research areas with faculty support.
BUDGET	No budget restraints	Funding will be dependent on identified research	Funding will be dependent on identified research.

OCCUPATIONAL THERAPY DEPARTMENT
GOALS AND OBJECTIVES

GOAL 2: Promote active faculty and student involvement in research.

OBJECTIVE 2.2: Develop research projects in pediatrics and gerontology.

	YEAR 1	YEAR 2	YEAR 3
METHOD	1. Identify faculty with expertise in pediatrics and gerontology. 2. Select faculty research coordinator for each area. 3.Identify clinical sites interested in research in each area.	1. Establish "Partners In Research"(PIR) program. 2. Complete proposals for research projects in pediatrics and gerontology. 3. Identify funding resources.	1. Program evaluation of PIR. 2. Analysis of funding needs to continue. 3. Identify other potential research areas.
EVALUATION	1. Two ideas for research will be generated from each area. 2. Faculty not currently involved in research will identify area of interest.	1. One proposal from each area will be funded and project initiated by end of spring term 1995.	1. Recommendations/ report on PIR. 2. Secure continued funding for projects.
BUDGET	No budget restraints at this time.	Funding needs dependent on projects. Anticipate will need to secure outside funding to support research (private, facility, grants).	Funding based on project needs. Estimate $30 -50,000 per year for each research project at this stage.

GOAL 3: The results of ongoing program evaluation will be reflected in curriculum, faculty development, and student learning outcomes.

OBJECTIVE 3.1: Develop a program evaluation methodology.

	YEAR 1	YEAR 2	YEAR 3
METHOD	2 member committee established to: 1. Research evaluation designs. 2. Recommend methodology to faculty and pilot program by end of summer term 1994.	FALL: 1994 1. Establish outcome objectives for program evaluation. 2. Make design changes based on pilot program 3. Program eval. tool completed by summer term 1995.	FALL: 1995 1. Results of program evaluation acted on based on objectives. SPRING: 1996 1. Set program eval. obj. for next year.
EVALUATION	1. Pilot program eval. 2. Deficiency report to AOTA.	1. Program Evaluation Tool in standard form. 2. Program Evaluation with selected objectives completed prior to fall term 1995.	1. Changes in program documented.
BUDGET	$300 for research, calls, mailings.	$500.00 estimate for mailings, publication costs.	$500.00 estimate for mailing, publication costs.

GOAL 3: The results of ongoing program evaluation will be reflected in curriculum, faculty development, and student achievement.

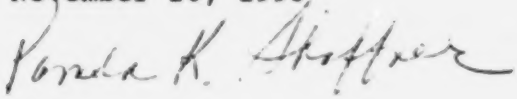
OBJECTIVE 3.2: Establish alumni database to be utilized in ongoing program evaluation.

	YEAR 1	YEAR 2	YEAR 3
METHOD	1. Select appropriate database format. 2. Gather alumni information 3. Begin process of entering info on database.	FALL: 1994 1. Program eval. obj. using alumni info developed (see obj. 3.1, year 2). 2. Continue updating of database.	1. Continue updating of data base 2. Utilize alumni input for continuing program evaluation.
EVALUATION	1. Alumni information from 1990-1993 will be entered and complete by summer term 1994	1. Results of alumni survey obtained by fall term 1995.	1. Database to include years 1980 - 1994.
BUDGET	Work study student costs(350.00 est.) Data base III already purchased. Computer support now available.	Costs included in Objective 3.1.	Secretarial support, work study student costs. Other costs included in Objective 3.1 and 1.1.

AUTHORIZATION

This is to authorize Dr. Warren H. Groff use of the seminar paper "Strategic Planning for Faculty and Program Development in Occupational Therapy" for Human Resource Development, Nova University.

Pamela K. Shaffner, M.S.
November 20, 1993



APPENDIX E

The Need for Teamwork Training for Faculty and Staff at the Postsecondary Level - Lindy S. Pickard

THE NEED FOR TEAMWORK TRAINING FOR FACULTY AND STAFF AT THE POST SECONDARY LEVEL

Human Resource Development

Lindy S. Pickard

Broward Community College

Warren H. Groff

South Florida Cluster

A seminar paper presented to Nova University in

partial fulfillment of the requirements for the

degree of Doctor of Education

Nova University

December 1993

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INTRODUCTION

Organizational effectiveness is no longer dependent on a single manager to solve organizational problems. All resources in an organization must be utilized to maximize the contribution of all employees. For the Department of Health, Physical Education, Recreation, and Dance (HPRD), at Broward Community College, the challenge is to effectively contribute to the mission of the college by developing a teamwork training program, for the purpose of creating a college wellness center.

RATIONALE

In the 1970s and early 1980s, the economy forced the traditional organization to evaluate its effectiveness. Traditional methods of management did not produce effectual situations in the workplace. U.S. managers began to look towards Japan for answers. Although many variables must be considered, Japan has increased productivity through coordinated efforts of individuals, through interdependence, collaboration, and teamwork (Gmelch & Miskin, 1984).

The concept of teamwork training has a tradition in the United States, but using the idea of training to improve teamwork skills is new (Carnevale, et al., 1990). Although, teamwork training shares the same theoretical bases as the interpersonal, and negotiant skills that comprise it, the underlying concept reflects members' individual interests subordinated to group unity and efficiency (Lefton, Buzzotta & Sherberg, 1980).

METHODOLOGY AND PROCEDURES

Goals

The comprehensive goal of this initiative is the development and implementation of a teamwork training program in the department of Health, Physical Education, Recreation, and Dance, of Broward Community College, to increase organizational effectiveness for the purpose of creating a wellness center program.

The four specific goals are as follows:

1. Educate faculty and staff on the value and methods of teamwork training for problem solving.
2. Create a team problem solving project.
3. Implement the problem solving project at Broward Community College using teamwork training.
4. Evaluate the use of teamwork training to increase organizational effectiveness for goal achievement.

Goal 1: Objectives

The first goal is to educate faculty and staff on the value and methods of teamwork training for problem solving.

Goal one objectives focus on understanding. There are three objectives. The first objective would be to review and obtain teamwork training literature. The second objective centers on the observation of teamwork training programs in other post-secondary institutions with wellness centers. Finally, the last objective highlights a teamwork training model to use in the department of physical education for problem solving.

Methodology

The first step to accomplish the objectives is to assemble an information package to educate the faculty and staff on the value of teamwork training. Next, a faculty and staff meeting will be arranged to discuss a method of training, following which, a speaker from a post secondary institution will be brought in to articulate how teamwork training can help in organizational problem solving.

After listening to the speaker and reviewing the literature the group will then decide which method of teamwork training would best fit the needs of the group.

Evaluation

In order to survey the perceived value of goal oriented teamwork training, a rating scale will be used to judge team members opinions. The survey results will determine the perceived success of using the decided method of teamwork training in the Department of Physical Education once the presence or absence of characteristics are examined. Data will be gathered rating the characteristics of the team.

Team understanding will follow; resulting from the synthesis of the appropriate criteria.

The focus of year one, centered on understanding leading to individual commitment of team members by year two.

Budget
(See Appendix A)

Goal 2: Objectives

The second goal is to create a team problem solving project.

Goal two objectives center on commitment. There are four specific objectives. Objective one, includes a survey of the physical fitness and health needs of Broward Community College students and faculty. The education departments of Florida Atlantic University and Florida International University faculty and staff, Nova University, and community organizations will also be polled. Objective two would be to survey potential financial contributions to decide their needs. Objective three would formulate conclusions and agree on a problem solving goal. Finally, objective four includes presenting the goal to the administration department for approval.

These are the four objectives centering on commitment.

Methodology

A needs assessment instrument was sent to potential participants to determine medical and health fitness status as well as interests, behaviors, attitudes. In addition, the instrument asks the financial remuneration that the individual or organization is willing to make. (Patton et al., 1986). Following the survey, a report will be compiled on the needs of each group, along with the financial commitments of each institution.

A set meeting date begins the problem solving process. Data is compiled from the survey. The team analysis techniques of brainstorming and nominal group are used to create a goal. Both linear and creative thinking are used in this process to gain creative results. (Carnevale et al, 1990). The decided goal consists of planning a Wellness Program and Center combining the needs and resources of those groups that were in line

with the college missions, using the agreed upon teamwork training method.

The goal is then put into report form and submitted to the Dean of the College to receive approval. This gives rise to goal three, which focuses on commitment and dedication.

Evaluation

Concrete means to evaluate this goal include the accumulation of data collected from the assessment survey, a meeting date, and the problem solving goal. A written report listing the sequence of events comprising an action plan for goal solution was the result of the assessment survey. This data was used to formulate the parameters of the problem solving goal.

Finally, approval from the administration begins to create a team commitment to the decided goal. The result, dedication by group members to the action plan and to the organization as a whole.

Budget

(See Appendix A)

Goal 3: Objectives

Goal three concentrates on the accomplishment of the goal that was decided upon through the use of teamworking training methods. This goal involves the creation and implementation of a wellness program and center.

The specific objectives of goal three, center on commitment and dedication and are the following: to create a wellness facility action plan using teambuilding; and to create wellness curriculum that meets the needs of the participants surveyed.

Methodology

Based on the results of the survey an action plan is laid out to show the steps for goal implementation. This process will be based on the model in Appendix B. The actual details of the actions plan will hinge on the results of the survey.

Evaluation

Judgments can be made based on the data collected from feedback of user groups. Satisfaction of facilities and curriculum will be obtained.

Budget
(See Appendix A)

Goal 4: Objectives

Goal four evaluates the use of teamwork training to increase organizational effectiveness for goal achievement.

The specific objectives of goal four center on dedication, and are as follows:

The first objective is to determine if the wellness center program meets the needs and standards of quality, and timeliness of the students, faculty and the community (Hackman, 1990).

The second objective concludes how the team feels about taking on another problem solving task.

The third objective determines what individuals learned from the group experience.

Methodology

Team members collaborate on creating two rating scales to evaluate results of the completion of the project. One scale will center on satisfac-

tion of user groups, the other on satisfaction of team members of their personal experience with the project.

Evaluation

If a team is to perform well there are certain conditions that must be present. These process criteria of effectiveness must be considered in the final evaluation. How effective a group is depends on the following dimensions. First, the degree to which the output meets the standards of the people who use the product (Hackman, 1990).

The second dimension is the degree to which the process of carrying out the work enhances the capability of members to work together well in the future.

The third dimension, involves the amount of personal growth and well-being of team members.

Budget

(See Appendix A)

CONCLUSION

In conclusion, how well the teams performed involves more that just output. Social and personal criteria assessment of task performance is complex, and depends on a standard specified by members of the group's social system.

There is a large amount of literature on group dynamics and to sort out the effects of each possible determinate of team effectiveness can lead to the conclusion that no single factor has the greatest effect. This is a conclusion reached by other reviewers of the group performance literature. Koman and Mohr (1984), state that a group can reach the same outcome

from many different initial conditions and many means. There is no single performance strategy that will work equally well for different groups, even if the groups have similar tasks. This was taken into consideration initially when teams chose the model for teambuilding. This is why it is important for the team to decide upon which teambuilding model to use.

These assumptions reinforce the conditions of the present environment in which this author is participating. Energy must be spent in creating conditions that support effective team performance. This method reflects a shift to an alternative paradigm that is more in line with the type of social system we live in today (Miskin and Gmelch, 1985).

Finally, more minds applied to a task means the greater the diversity of perspective is brought to bear on it, which can result in observations and insights that might escape the notice of one individual.

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APPENDIXES

A PLAN OF ACTION TO DEVELOP AND IMPLEMENT A TEAMWORK TRAINING PROGRAM IN THE DEPARTMENT OF HEALTH, PE, RECREATION AND DANCE, AT BROWARD COMMUNITY COLLEGE

LONG RANGE GOAL: To increase organizational effectiveness in order to initiate the planning of a wellness center.

GOALS:
1. Educate faculty and staff on value an methods of teamwork training for problem solving.
2. Create a team problem solving project.
3. Implement the problem solving project at Broward Community College using teamwork training.
4. Evaluate use of the teamwork training to increase organizational effectiveness for goal achievement.

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Objectives: 1. Review and obtain teamwork training literature 2. Observe other training programs 3. Decide on a teamwork training model to use in the department	Objectives: 1. Survey physical fitness needs of local post-secondary institutions, community organizations, and BCC faculty & staff 2. Survey physical fitness needs of financial contributors 3. Form conclusions based on survey 4. Agree on problem solving goal 5. Present the goal to administration for approval	Objectives: 1. Create a wellness facility 2. Design a wellness curriculum that meets the needs of the participants surveyed	Objectives: 1. Determine if the wellness facility and curriculum meets the needs of user groups 2. Survey feelings of team for satisfaction in team participation and desire to take on another problem solving task 3. Gather feedback from team members on what they learned from the group experience
Methodology: 1. Assemble information on different teamwork training models 2. Listen to a speaker from a post-secondary institution 3. Meeting to decide model to use	Methodology: 1. Administer health and fitness survey 2. Administer financial commitment survey 3. Brainstorming & nominal group techniques to form conclusions 4. Team work training methods to agree on goal 5. Create a report submit to the Dean.	Methodology: 1. Use survey data to create an plan action to accomplish creation of a wellness center and curriculum	Methodology: 1. A rating scales record results of satisfaction of user groups 2. A rating scale of personal experience & satisfaction of teamwork training model
Evaluation: 1. Results of survey on opinions of team members 2. Accumulate statistics on the use of this model in other institutions 3. Model decided upon	Evaluation: 1. Data from health and fitness survey 2. Conclusion of institutional needs 3. Cooperation of group members 4. Report on action plan for goal achievement	Evaluation: 1. Feedback from users of the wellness center to determine satisfaction of curriculum & facilities	Evaluation: 1. Determine if the output meets the standards of the fitness center users
Budget: 1. Personnel costs and survey materials: $1,000 2. Consultant/lecturer costs: $500 3. Personnel costs (time only): $1,000	Budget: 1. Personnel costs (time only): $2,500	Budget: 1. Facility construction: $500,000 2. Personnel costs (time and materials): $2,000	Budget: 1. Survey costs (materials only): $1,000

APPENDIX B

ACTIVITY BREAKDOWN

LEVEL 1: GOAL	LEVEL 2 (EVENTS)	LEVEL 3 (TASKS)
To create a wellness center Comprehensive wellness program for faculty, staff and students Wellness seminars for the community: - Smoking cessation - Blood pressure screening - Nutritional analysis - Fitness consultations	Beginning or completion of an activity Survey needs of potential faculty, staff and students participants Survey needs of potential contributors Survey needs of potential community organization participants - Program needs - Facility needs Survey needs of BCC Health Sciences Survey needs of athletic department	<u>Contacts</u>: - Faculty - Staff - Students - Hospitals Grants Committee FAU (State approval) - PECO monies - Student activities <u>Contact</u>: - Red Cross - FAU Dean of Education, Dr. Whitehurst - BCC Health Insurances Co. - NOVA - MTS Hospital District - FIU - BCC campus faculty, staff & students - Dr. Thomas, BCC Health Sciences